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1974-75

Memoranda
Notes de service

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Ontario
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Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

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Ministry
of
Education
Ontario

Memorandum
School Year and Holidays 1974-75
Form 94

MAR 8 - 1974

I

The school year begins September 3, 1974.
The school year ends June 27, 1975.
Number of school days for the school year 1974-75: 194.

Boards shall prepare, adopt, and submit to the Minister on or before May 1, 1974, the school calendar or school calendars to be followed in the schools under its jurisdiction for the school year 1974-75, and each such school calendar shall identify:

a) the school or schools in which the calendar is to be followed;
b) a minimum of 185 instructional days for all students;
c) the remaining school days of the school year as professional activity days.

School Holidays

The following are school holidays during the school year 1974-75:

Every Saturday and Sunday
Thanksgiving Day–*October 14*
Remembrance Day–*November 11* or *a day designated as a school holiday in lieu thereof*
Christmas Holidays–*December 21-January 5 inclusive*
Mid-Winter Break–*March 17-March 21 inclusive* or *five consecutive school days within the period from January 6 to June 27*
Good Friday–*March 28*
Easter Monday–*March 31* or *a day designated as a school holiday in lieu thereof*
Victoria Day and Celebration of the Queen's birthday–*May 19*

Number of School Days for 1974-75

September 1974	20
October 1974	22
November 1974	20
December 1974	15
January 1975	20
February 1975	20
March 1975	14
April 1975	22
May 1975	21
June 1975	20
	194

II

For one or more schools under its jurisdiction, a board may designate a school year and school holidays that are different from those described in *I* and, where a board does so, the board shall submit to the Minister for approval on or before the 1st day of March a proposed school calendar for the school year 1974-75 in respect of such school or schools, identifying each day of the school year as an instructional day, a professional activity day or a school holiday, and the board may, upon the approval of the Minister, implement such school calendar.

G. H. Waldrum

G. H. Waldrum
Deputy Minister of Education
Toronto, March 1974

Ministry
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Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 1

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: TEACHER EXCHANGE FOR 1975-76

1. In co-operation with the Canadian Education Association, exchanges may be arranged for Ontario teachers with teachers in the United Kingdom or the United States.

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2. Exchanges are arranged for the school year, September to June. While on exchange the Ontario teacher is paid by his own school board and his salary is subject to the usual deductions for superannuation contributions and for income tax. Because of lower salary scales in the United Kingdom, where a lower cost of living prevails, and because of the loss on exchange when the salary of the teacher from the United Kingdom is converted into Canadian dollars, it is believed that United Kingdom exchangees should be assisted financially while in Canada. A Canadian teacher going on exchange to the United Kingdom is asked to make available the sum of $500 to the exchangee. As an indication of its interest in the exchange scheme and in recognition of the professional value of exchange, the school board employing a Canadian teacher who applies to go on exchange to the United Kingdom is also expected to make available $500 to the exchange teacher coming to Canada.

3. A teacher should seek permission from his school board to apply for exchange, only

   (a) if by September, 1975, he will be between 25 and 50 years of age and will have had at least 5 years of teaching experience (or at least 3 years if he holds a university degree);

   (b) if he is genuinely interested and fully intends to accept an exchange if a suitable one is offered and if he will be able to adapt himself to conditions as he finds them in his new environment;

   (c) if he has not made application for any other type of appointment which would interfere with his acceptance of an exchange;

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(d) if he believes that his Director of Education or Superintendent of Separate Schools will recommend him as a suitable applicant;

(e) if he believes that, when required to do so, he will be able to furnish a medical certificate to the effect that he is in good health and free from any physical defect, organic or nervous ailment, or after-effects thereof, likely in his doctor's opinion to impair his mental or physical activity as an exchange teacher.

4. A teacher who is interested in exchange should

(a) write to the Teacher Exchange Officer, Ministry of Education, Educational Exchange and Special Projects Branch, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L5, for more detailed information and for copies of the application form.

(b) apply to his board for permission, and

(c) if approval by the board is received, complete the application forms and send them to the Teacher Exchange Officer not later than November 30, 1974.

for H. K. Fisher
September 6, 1974. Assistant Deputy Minister

Ministry
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ntario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 2

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: EARLY SCHOOL LEAVING: 14- AND 15- YEAR-OLDS

A PROPOSED REGULATION: EARLY SCHOOL LEAVING, to be made under THE EDUCATION ACT, 1974, and the associated Guideline for its implementation, have been prepared following the receipt of feedback from school board officials and others in respect to a draft of the Regulation distributed at an earlier date.

It will not be possible to bring the new Regulation into force until THE EDUCATION ACT, 1974, has received the approval of the legislature. In the interim it is suggested that boards may wish to consider the establishment of the necessary committees and the familiarization of the administrative staff.

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It is recommended that school boards consult their Regional Director of Education in those instances where immediate consideration is being given to alternative programs to meet the needs of those pupils described in the proposed Regulation. A copy of the proposed Regulation and of the associated Guidelines are being forwarded to schools and school officials with this memorandum.

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G. H. Waldrum

August 19, 1974

G. H. Waldrum
Deputy Minister of Education

Ministry
of
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Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 3

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: FRENCH LANGUAGE SUPERVISORY SERVICES

In order to provide assistance to those boards of education and separate school boards that are involved in the establishment, administration and supervision of French-language classes, the Ministry of Education has located French-speaking Education Officers, Supervisory Services, in certain regional offices as indicated below:

Regions served	French-speaking Educational Officers
Northwestern and Midnorthern	Mr. Rodolphe R. Vallee, Ministry of Education, Ontario, Midnorthern Ontario Region, 1349 Lasalle Boulevard, Sudbury, Ontario, P3A 1Z5.
Midnorthern	Mr. Roger Brûlé and Mr. André Dubois, Ministry of Education, Ontario, Midnorthern Ontario Region, 1349 Lasalle Boulevard, Sudbury, Ontario, P3A 1Z5.
Northeastern	Mr. Réal [illegible]. U. Lachapelle (after Jan. 1, 1975) Ministry of Education, Ontario, Northeastern Ontario Region, P. O. Box 3020, North Bay, Ontario, P1B 8K7.
Western	Mr. René Bisnaire, Ministry of Education, Ontario, Western Ontario Region, 1 - 759 Hyde Park Road, London, Ontario, N6H 3S6.
Midwestern and Niagara	Dr. Raymond Léger, Ministry of Education, Ontario, Niagara Region, 15 Church Street, Suite 402, St. Catharines, Ontario, L2R 7A1.
Central	Mr. Germain Bourgeois, Ministry of Education, Ontario, Central Ontario Region, 2025 Sheppard Avenue East, Suite 3201, Willowdale, Ontario, M2J 1W4.
Eastern and Ottawa Valley	Mr. J. O. Pelletier, Ministry of Education, Ontario, Ottawa Valley Region, 1825 Woodward Drive, Ottawa, Ontario, K2C 0R2.

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At the elementary level, the Ministry Educational Officer, Supervisory Services, will be prepared to report, as outlined below, on any of the following matters in French-language schools and classes:

- Programs
- Organization
- Personnel selection
- Selection of textbooks
- Professional development days - as prescribed by the new calendar
- French-language principals' meetings
- All other matters concerning French-language schools and classes

The Ministry Educational Officer, Supervisory Services, will report to the Chief Educational Officer of the board. Where there is no local official, he will report to the board through the Regional Director of Education.

The assistance of French-speaking Educational Officers of Curriculum Services, and of Direct Services, are also available through the regional offices.

The boards concerned are urged to contact their Regional Director of Education in order to determine the most effective way of meeting the requirements of Section 68 (1)(b) of The Schools Administration Act.

for H. K. Fisher,
Assistant Deputy Minister.

August 23, 1974.

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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: SPECIAL EDUCATION BRANCH,
MINISTRY OF EDUCATION

On July 1, 1974, the new Special Education Branch, announced by the Minister of Education, the Honourable Thomas L. Wells, was established within the Ministry of Education "to give special education a very clear and identifiable point of focus."

The new Branch has the responsibility for developing and recommending policies and procedures on all matters which relate to the education of exceptional children. It will serve as a point of contact and liaison for other Ministries, parents and professional organizations, agencies and individuals by developing and providing a team of highly trained and up-to-date professionals who are readily accessible.

The former Provincial Schools Branch, which included the Schools for the Blind and the Deaf, educational programs in the Developmental Centres Schools (formerly Hospital Schools) and Thistletown, plus the Correspondence Courses Section, has been incorporated into the new Branch. A Special Services Section within the Branch will be concerned with all Special Education matters relating to local school boards. School Board officials are requested to refer all Special Education matters to the Director of the appropriate Regional Office, who, in turn, may wish to consult with the Special Education Branch, Ministry of Education, 17th Floor, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L7.

The senior officials of the Special Education Branch are as follows:

Director - Mr. W. K. Clarke

Special Assistant to the Director
- Mr. P. F. Wiseman

Chief Educational Officer,
Developmental Centres Schools
- Mr. S. C. Gragg

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Chief Educational Officer,
Schools for the Blind and Deaf
- Mr. W.D.A. McCuaig

Chief Educational Officer,
Special Services
- Dr. G. D. Bergman

Chief Educational Officer,
Correspondence Courses Services
- Mr. J. F. Rees

It is expected that the establishment of the Special Education Branch will provide effective leadership, innovative thinking, and a high degree of responsiveness to the needs of Special Education in the province.

J Kinlin

J. F. Kinlin
Assistant Deputy Minister

September 6, 1974

Ministry
of
Education
ntario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

SEP 18 1974

1974-75: 5

SEP 17 1974
Director's Office
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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: TEACHER QUALIFICATIONS FOR CURRICULAR AND CO-CURRICULAR SWIMMING PROGRAMS

1. For the past several years, the certificate issued to an Ontario teacher of Physical and Health Education has included documentation to designate qualifications in swimming. In the future, reference to "The Ontario Teachers' Aquatic Standard" will not be included since the Regulation of the Ministry of Health requires the teacher or supervisor of swimming to hold one of the following valid documents, updated as necessary.

   a) The Ontario Teachers' Aquatic Standard;

   b) The Royal Lifesaving Society's Instructor's Certificate;

   c) The Canadian Red Cross Society's Water Safety Instructor's Certificate;

   d) The Young Men's Christian Association's Senior Lifesaving Award;

2. A teacher who holds one or more of the last three qualifications stated above but whose certificate is marked 'without aquatics', may apply to the Education Records Branch, Mowat Block, Queen's Park, Toronto, M7A 1M7, for a copy of the certificate without the disqualifying phrase.

JF Kinlin
J. F. Kinlin
Assistant Deputy Minister

September 3, 1974

Ministry of Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 6

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: 1. EXAMINATIONS, SUPERVISORY OFFICER'S CERTIFICATE
2. NEW ADDRESS, CORRESPONDENCE COURSES
3. TEACHERS' CONTRACTS

1. EXAMINATIONS, SUPERVISORY OFFICER'S CERTIFICATE

Candidates interested in the 1975 examinations for the Supervisory Officer's Certificate should apply to the Deputy Minister, Ministry of Education, at as early a date as possible, but not later than November 30, 1974.

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The date and location for the 1975 examinations will be announced to qualified candidates after December 1, 1974.

In accordance with Regulation 517/71 as amended by Regulation 231/73, the written and oral examinations will be based on:

(a) The Acts administered by the Minister and the regulations thereunder;

(b) The curriculum guidelines and related reference material pertaining to elementary and secondary education in Ontario; and

(c) Supervisory and administrative organizational theories and practices related to the effective operation of a school system.

2. NEW ADDRESS, CORRESPONDENCE COURSES

On September 16, 1974, the Correspondence Courses Section, Special Education Branch, will be operating from its new location:

909 Yonge Street,
Toronto, Ontario.
M4W 3G2 (Tel.(416) 965-2657)

These offices are a block south of the Rosedale Subway Station in midtown Toronto.

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3. TEACHERS' CONTRACTS

The attention of all teachers and of all school boards is drawn to the provisions in the Probationary Teacher's Contract and in the Permanent Teacher's Contract regarding the manner in which a contract may be terminated by a teacher or by a school board.

Particular note should be made of the two dates during the year on or before which notice of termination can be given by either the teacher or the school board, of the procedures that apply, and of the effective dates of the notice in each case.

for H. K. Fisher
Assistant Deputy Minister

September 12, 1974

Ministry
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Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 7

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: WEEKEND FALL SEMINAR ON TEACHING THE VISUALLY HANDICAPPED STUDENT IN A REGULAR CLASSROOM PROGRAM

The W. Ross Macdonald School, Brantford in its capacity as a Provincial Centre for the Visually Handicapped is offering a weekend seminar November 8, 9, 10, 1974 for regular classroom teachers and special education consultants on the topic: Teaching the Visually Handicapped Student in a Regular Classroom. The course is designed to assist regular classroom teachers to provide for the special needs of a visually handicapped student in their classroom program. Topics discussed will include: structure and function of the eye, diseases of the eye, classroom strategies, large print and low vision aids, increasing a student's visual efficiency, psychological problems, recreation and play adaptions, the use of community resources and field trips.

The seminar begins Friday November 8, 1974 at 7:00 p.m. and accommodation and meals will be provided at The W. Ross Macdonald School. The seminar fee is $10.00 and a cheque for this amount made payable to The W. Ross Macdonald School must accompany the seminar registration form.

Enrolment for the three-day seminar may be limited to 20 persons. Registration on the form provided will be received up to October 21, 1974.

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J. F. Kinlin
Assistant Deputy Minister

September 16, 1974

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Mowat Block, Queen's Park
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1974-75: 8

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: ONTARIO YOUNG TRAVELLERS PROGRAM

1. The program ONTARIO YOUNG TRAVELLERS is a program for Northern Ontario students in their final two years of elementary school. This program is designed to encourage schools to include in their history, geography, and social studies curriculum a visit to the provincial capital with its broad range of educational resources. The Ministry of Education will provide a transportation subsidy to schools which send classes to Toronto.

2. Although between 40,000 and 50,000 students per year visit the Ontario Legislature, most students come from the areas within easy reach of Metropolitan Toronto. Since the cost of transportation and accommodation is the major deterrent to students wishing to visit the Toronto area from the northern parts of the province, substantial subsidization of the transportation costs of classes of students from these areas has been approved by the Ministry of Education.

3. Details of the proposed program and subsidization are included with this Memorandum. Schools interested in receiving a subsidy from the Ministry of Education may request in advance an Information Package containing brochures and useful contact names and addresses. It will be the responsibility of the sending school to make the actual arrangements. The present formula for subsidies continues until March 31, 1975. Any changes in the program will start as of April 1, 1975, and will be announced prior to that time.

4. For further information and additional application forms for Travel Subsidy, write to:

Co-ordinator, Ontario Young Travellers,
Coordonnateur, Visites Ontariennes,
Educational Exchange and Special Projects Branch,
Mowat Block, Queen's Park, Toronto M7A 1L5.

for
H. K. Fisher,
Assistant Deputy Minister.

September 16, 1974.

ONTARIO YOUNG TRAVELLERS PROGRAM

Conditions of Subsidization

1. The teacher(s) involved will submit for approval an outline of curricular preparation for the visit and possible follow-up learning activities for the students. Teachers are urged to make arrangements through the local regional office of the Ministry of Education for a viewing of the 1971 film about the Ontario Legislature, "Representative of the People".

2. The itinerary of each class will normally include a visit to the Legislature and to at least one other Province of Ontario point of interest, such as the Ontario Science Centre, the Royal Ontario Museum, the Art Gallery of Ontario, the McMichael Canadian Collection, or Ontario Place.

3. Classes receiving this subsidy will normally spend the equivalent of at least two full days in the provincial capital area.

4. One adult for each ten students in a class is strongly recommended. Teachers, parents and adult volunteers from the community may serve in this capacity.

5. It is the responsibility of the local Board of Education to ensure that all aspects of insurance regarding such trips are investigated and that the Board has adequate coverage.

6. Any school receiving a subsidy will be asked to make a brief report on the trip, including recommendations or suggestions for further refinement of the procedures.

Details of Subsidization

The Ministry of Education will provide under this program a subsidy towards transportation costs from the school to Toronto and return, including mileage within the provincial capital.

For purposes of this program the boundary line between Northern and Southern Ontario will be basically a line from Mattawa through Callander to the French River. It is proposed that the subsidy be expressed as a block subsidy to the school for the total number of students and adult supervisors participating. It would reflect the Ministry of Education's estimate of travel costs, multiplied by the appropriate percentage. The schools will be expected to raise the funds for accommodation and meals. The actual cost of the entire trip of the class concerned would be a local matter.

(OVER)

Although calculations are based on a class of 30 or more students, we recognize that many classes, especially in the more remote parts of the Province, are smaller than this. These classes are not excluded from the program and, in fact, are encouraged to participate. Classes of less than 28 students will be assigned partial busloads (i.e., ½ or 1/3 bus). In the interests of economy, therefore, it may be necessary for two or more classes, or schools, to combine for purposes of this program. The Coordinator of the program will be happy to assist in making suitable arrangements.

Calculation of Subsidy

The percentage of transportation costs which the subsidy will represent is 90 per cent. For those schools more than 600 miles from Toronto, an additional subsidy will be granted. It will represent 90 per cent of the estimated cost of one night's overnight accommodation en route each way (@ $4.00), plus 90 per cent of the estimated cost of meals during the second day of travel en route each way (@ $5.00).

Using the above formula a class of 32 students plus 3 guides from Kenora (1,165 miles) would receive a subsidy of about $2,200. A class from Kapuskasing (about 500 miles) would receive a subsidy of approximately $800.

Details of the example of Kenora

(a) Estimated portion of expenses for which a subsidy is provided

Bus: 2,330 miles at 75¢ per mile	= $1,747.50
Additional bus expenses while in Toronto	= $1100.00
Accommodation & meals for the second day of travel each way: 35 (people) x 2 (days) x $9.00	= 630.00
	$2,477.50
(b) Subsidy: $2,477.50 x 90%	= $2,229.75

Details of the example of Kapuskasing

(a) Estimated portion of expenses for which a subsidy is provided

Bus: 1,070 miles @75¢ per mile	$802.50
Additional bus expenses while in Toronto	100.00
	902.50
(b) Subsidy: $902.50 x 90%	$812.25

NOTES

1. It is the school's responsibility to make all arrangements in advance for travel, accommodation and visits to Queen's Park and other places.
2. Please enclose on a separate sheet a brief description of how you, the teacher of the class involved, plan to integrate the trip to the provincial capital into the curriculum.
3. Please arrange for an adult/student ratio of approximately 1/10.

Please mail the questionnaire sheet and the curriculum enclosure to:

Coordinator, Ontario Young Travellers
Educational Exchange and
Special Projects Branch
Ministry of Education
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L5

You will receive a prompt reply regarding the subsidy.

QUESTIONNAIRE FOR ONTARIO YOUNG TRAVELLERS

Name of school ______________________

Address of School ______________________

Phone number of School ______________________ Area Code __________

Name of Board of Education ______________________

Number of Students: Grade 7 __________ Grade 8 __________

Teacher's Name: __________ __________

Proposed Dates of Visit ______________________

Proposed Itinerary: Day 1 ______________________

____

Day 2 ______________________

____

Day 3 ______________________

____

Names of Adult Chaperones	Home Phone No.

Signature of School Principal ______________________

* Do not forget to enclose outline of curricular preparation.

(over)

B. Other Costs

Costs of all meals, overnight accommodation, and other expenses in Toronto will be the responsibility of the sending school, i.e., of the local Board of Education. The Ministry of Education will advise schools regarding suitable accommodation wherever possible.

Ministry of Education
ntario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 9

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: STUDENT TRAVEL

The Ministry of Education endorses the concept of a travel program as a worthwhile educational activity and commends board officials, principals, teachers and parents for their efforts in providing a learning experience through travel which enriches the students' total educational program.

Because of the popularity of travel, however, and the inexperience of most teachers and students in making complex travel arrangements, the educational community has usually relied upon travel companies and agencies to organize the tour programs. Many have been enriching and rewarding experiences; others have been a source of disappointment for a variety of reasons.

It is suggested, therefore, that school boards might consider the formation of a committee of interested teachers, students, and parents to review their expectations of educational travel and undertake a study of all aspects of such projects, such as:

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(a) the reliability of travel companies or agencies with respect to their financial situation, their land and air travel arrangements and other pertinent matters;

(b) the proposals received by schools and teachers in order to decide whether the services of a company should be accepted for the current year;

(c) the advertising and promotional material received- (the Committee would approve the material before it is acted upon by schools within the jurisdiction).

The Committee would then approve trips only if there is a clearly-stated, reasonable and attainable educational aim. Your Committee could work with teachers designated as tour leaders to enhance the educational content of the proposed trip, and set policy regarding eligibility and selection of students.

Since the responsibility for student travel is under the jurisdiction of the local boards, I would like to draw your attention to the importance of formulating policy which will ensure a rich learning experience if travel is to be a rewarding part of a student's total educational program.

J. S. Stephen
for G. H. Waldrum
Deputy Minister of Education

September 26, 1974

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Mowat Block, Queen's Park
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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SECONDARY SCHOOLS

RE: GUIDANCE AND COUNSELLING FOR FEMALE STUDENTS

Our educational system has always prided itself on offering equal opportunities for all students. In keeping with this policy, it is evident that greater emphasis should be placed on career guidance and counselling activities related to the changing needs of female students in our contemporary society.

While the life-styles and work patterns of many women are undergoing profound changes, the educational and career planning patterns of a considerable percentage of our female students do not reflect an adequate realization of these changes. During the past several years, and increasingly so at the present time, many women in the work force, or wishing to join the work force, have come to realize that their career objectives are narrow in the light of opportunities now open to women who have prepared themselves to take advantage of opportunities offered for advancement.

It is essential, therefore, that an awareness of the changes in our society should be reflected in the total school program. Guidance and counselling services should actively encourage female students to consider more fully the many diversified occupational fields now open to them, and to set for themselves educational and training objectives that are consistent with the changing occupational outlook of women in today's society.

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The Women's Bureau of the Ontario Ministry of Labour has been developing vocational guidance materials which reflect the changing occupational patterns of women. Under separate cover, some of these materials are being mailed to each secondary school and teachers are encouraged to make use of them in the guidance and counselling of female students.

G. H. Waldrum

G. H. Waldrum
Deputy Minister of Education

October 2, 1974

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1974-75: 11

MEMORANDUM TO: REGIONAL DIRECTOR OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: FIRE SAFETY IN SCHOOLS

1. EVACUATION PROCEDURES

In order to assist in the development of an efficient fire evacuation procedure for all schools, the Office of the Fire Marshal has prepared a booklet, "Fire Evacuation Procedure for Schools". It gives important advice about fire safety precautions, and it is recommended that the information in this booklet be conveyed to all members of the School Staff, and the procedures implemented immediately.

2. FIRE SAFETY

School boards and school personnel are reminded of their responsibility with regard to the safety of the pupils. Your local Fire Department may be able to assist you in establishing fire prevention programs and evacuation procedures.

3. FIRE SAFETY IN CLASSROOMS AND LABORATORIES

a) Boards should ensure that teachers in charge of classes where candles or alcohol lamps are used are aware of possible problems, and the steps that should be taken to overcome them. Most problems can be avoided or reduced by a common-sense approach. The type of heating equipment used for science experiments should be carefully chosen. (Some alcohol lamps are circular and will roll when knocked over, while other types are flat-sided and are less likely to roll. Heating equipment should not be placed on sloping desks where it could topple over towards the pupil; teachers and students are cautioned about long hair or loose-fitting clothing around an exposed heat source; the heating equipment should not be placed in front of exits from rooms, especially when a standard classroom is used and there is only one exit).

b) The most desirable locations for the use of laboratory heating equipment are properly constructed laboratory classrooms with two exits. When it is necessary to use heating equipment in other areas, the best locations are standard enclosed classrooms. The use of such equipment in large open teaching areas without enclosing walls should be avoided.

(over)

c) Science fairs or displays which include heat sources must not be placed in corridors or stairwells of schools. Other suitable areas must be used (the display area could block travel down the corridor or exit system, and if a fire were to occur in the display area, smoke from such a fire could hinder the evacuation of adjoining classrooms).

d) When pupils bring equipment from their homes to the school for such displays, the equipment should be checked to make certain it is in good condition, e.g., no frayed cords on electrical equipment, etc. It should also be examined to ensure that it has been approved by Canadian Standards Association or Underwriters Laboratories of Canada. IF THE EQUIPMENT IS NOT SO LABELLED, IT MUST NOT BE USED.

e) Teachers should be trained in extinguishing fires in clothing. Fire blankets are the best equipment for this purpose. Although their provision is not obligatory in other than kitchens or cooking shop areas, the Ontario Fire Marshal recommends that approved fire blankets be at hand wherever there are hazardous science activities.

f) Teachers should be trained in the use of fire extinguishers. Normally, it is not recommended that teachers attempt to extinguish a fire; however, there may be situations in laboratory experiments where fire injury to students could be averted by prompt use of a suitable extinguisher. The present fire extinguisher requirement in the laboratory is the 10 BC type, which is primarily used for extinguishing fires in flammable liquids. It is of little or no value in extinguishing a fire in clothing. Although not as effective as a fire blanket for clothing fires, the combination type A, B, C should be installed in the rooms concerned with these experiments.

g) Alcohol lamps and alcohol should be stored in safe locations when not in use. Fire extinguishers and fire blankets should be stored in the same location so that teachers are reminded of fire safety equipment when lamps are taken from the storage area at the start of classes.

h) Should propane torches and small propane cylinders be used in the laboratory, it is assumed that this equipment would be used only by teachers having an adequate knowledge of the equipment, and not by students.

A. T. Carnahan

for H. K. Fisher
Assistant Deputy Minister

September 30, 1974

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Mowat Block, Queen's Park
Toronto, Ontario
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1974-75:12

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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SECONDARY SCHOOLS

RE: 1. BROCHURE DESIGN CONTEST
2. SCHOLARSHIP FOR TEACHERS OF POLISH IN SECONDARY SCHOOLS

1. BROCHURE DESIGN CONTEST

The Honourable Dennis R. Timbrell, Minister without Portfolio, who is responsible for the Ontario Youth Secretariat, has announced a contest open to all Junior High School, Secondary School, Community College and University students in Ontario.

The contest offers a cash prize of $150 for a graphic design to be used for the Ontario Youth Secretariat's brochure.

The attached information sheet outlines details of the contest for circulation to art instructors and all interested students. The contest closes November 29, 1974. All applicants will be notified of results by the end of December.

2. SCHOLARSHIP FOR TEACHERS OF POLISH IN SECONDARY SCHOOLS

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The W. Reymont Foundation has announced that it is offering to Canadian Secondary School Teachers of Polish one scholarship for a four-week summer course in Poland to be held during the summer of 1975. Applications will be accepted until March 1, 1975.

Further information and application forms will be available from:

The W. Reymont Foundation
1475 Queen Street, West
Toronto, Ontario
M6R 1A2

A.T. Carnahan
for H. K. Fisher
Assistant Deputy Minister

October 4, 1974

BROCHURE DESIGN CONTEST

$150.00 CASH PRIZE

The Ontario Youth Secretariat announces a contest open to all Junior High School, Secondary School, Community College, and University students in Ontario to design an informative brochure which will:

1. Explain the Ontario Youth Secretariat's function.

2. Encourage further communication between the receiver and the Youth Secretariat.

The Ontario Youth Secretariat

The Ontario Youth Secretariat is a small organization in the Ontario Government set up to act as a focal point for the concerns of Ontario's youth. The Secretariat recommends programs and courses of action to the Provincial Government based on the needs and concerns of young people.

The Secretariat also plays a coordinating role in the Ontario Government's special summer employment programs. (Last summer it administered Ontario Experience '74, a $9 million program that employed over 7,000 young people.)

The Ontario Youth Secretariat has three main functions:

1. Information: information-in to the Ontario Government on what young people think and feel about various issues; information-out to youth and youth-serving organizations on Provincial policies and programs of importance to youth.

2. Recommendation: recommendation to the Ontario Government based on the needs and concerns of the Province's youth.

3. Coordination: coordination of the Ontario Government's special summer employment program for young people.

The Ontario Youth Secretariat was recently identified as youth's "Channel One" to the Ontario Government in a radio campaign encouraging employers to hire students.

Criteria for the Brochure

Emphasis is placed on graphic design. Copy will be finalized at a later date by the Secretariat. Originality and impact are of prime importance.

1. The brochure must fit into a standard business-size envelope. (9 1/2 x 4 1/8 inches)

2. It must not exceed six pages in length. (Three pages front when folded out and three pages back)
3. IT MUST BE APPEALING TO THE AUDIENCE (i.e., young people between ages 15-24, and youth-serving agencies, clubs, etc.).

Submissions

The Ontario Youth Secretariat, in cooperation with the Printing Services Branch of the Ministry of Government Services, will judge all submissions. A decision will be announced by the end of December.

All submissions should be addressed to:

Brochure Contest
Ontario Youth Secretariat
880 Bay Street, 5th Floor
Toronto, Ontario
M5S 1Z8

The winner will receive a cash prize of $150.00

CONTEST CLOSES NOVEMBER 15, 1974

For further information contact:

Ralph Cox
Ontario Youth Secretariat
880 Bay Street, 5th Floor
Toronto, Ontario
M5S 1Z8

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: REGIONAL PROFESSIONAL DEVELOPMENT PLAN

The Regional Professional Development Plan is a cooperative decentralized project designed to help meet some of the professional development needs of teachers, school boards and other personnel within the regional educational community.

In each Region a committee of representatives from the Regional Office, Ministry of Education, the OISE Regional Centre and the local OTF group has been formed. Other representatives from faculties and colleges of education and from the Ontario Education Communications Authority are joining the committees.

The Regional Development Committee will assist groups of educators with professional development projects. Requests for assistance may be made with respect to identification of specific needs, location of resources and organization of workshops, and should include a statement of objectives and the number of persons interested.

Requests may be addressed to the Regional Office Representative, Office of the Regional Director of Education in each Region.

A.T. Carnahan
for H. K. Fisher
Assistant Deputy Minister

November 5, 1974

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1974-75: 14

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: 1. EXTENSION OF VALIDITY OF BASIC CERTIFICATES
2. RECIPROCAL GRANTING OF BASIC CERTIFICATES

1. EXTENSION OF VALIDITY OF BASIC CERTIFICATES

As a result of the amendment of the Regulation concerning Interim Teaching Certificates and Letters of Standing (ONTARIO REGULATION 295/73), the following changes in the validity of basic certificates are effective immediately:

(a) The Elementary School Teacher's Certificate, Standard 4, (Interim and Permanent) will be valid in the Primary and Junior Divisions and in all four years of the Intermediate Division;

(b) (i) The Interim High School Assistant's Certificate, Type A or Type B, (ii) The Permanent High School Assistant's Certificate, and (iii) The High School Specialist's Certificate, will be valid in the Senior Division and in all four years of the Intermediate Division.

2. RECIPROCAL GRANTING OF BASIC CERTIFICATES

(a) A teacher who holds a Permanent Elementary School Teacher's Certificate, Standard 4, and is appointed or assigned to teach in a secondary school will need to request an Interim High School Assistant's Certificate, Type B, only if he or she is to teach classes of the Senior Division.

(b) A teacher who holds a Permanent High School Assistant's Certificate, or a High School Specialist's Certificate, and is appointed or assigned to teach in an elementary school will need to request an Interim Elementary School Teacher's Certificate, Standard 4, only if he or she is to teach classes of the Primary or Junior Division.

J Kinlin

J. F. Kinlin
Assistant Deputy Minister

November 15, 1974

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1974-75: 15

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: SUMMER COURSE - ENVIRONMENTAL FIELD STUDIES IN GREAT BRITAIN 1975

The Ministry of Education will offer a summer course in *Environmental Field Studies in Great Britain* from July 1 to August 1, 1975. The program will be designed to combine a review of current trends in British education with practical field studies in both urban and rural settings. Included will be visits to British schools, workshops, seminars, tutorials and field experience in a number of locations.

The admission requirement is a certificate or Letter of Standing valid for teaching in an Ontario elementary or secondary school. A candidate who successfully completes the course will be granted a certificate in Environmental Field Studies. Course enrolment will be limited to twenty-four (24) persons.

The course will be of particular interest to teachers of urban, social or environmental studies, geography and history in the Junior and Intermediate Divisions of Ontario schools. Teachers from Britain and countries in Western Europe are being invited to participate in sections of the course.

Preliminary application forms are available from the Coordinator, Environmental Field Studies in Great Britain, Room 1542, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L2.

After the preliminary application form has been returned and processed at the Ministry, the applicant will be advised of his or her acceptance and will be sent an official summer course application form to complete and return in accordance with regular summer course application procedures. Plans for this course must be finalized by April 4, 1975 to ensure all arrangements for travel and accommodation. Interested teachers are advised to apply no later than *February 1, 1975.*

H. K. Fisher
H. K. Fisher
Assistant Deputy Minister

November 18, 1974

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:16

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SECONDARY SCHOOLS

RE: THE CARTER SCHOLARSHIPS

The Minister of Education wishes to announce that under the will of the late J. I. Carter, of Sarnia, provision has been made for continuing the award of Scholarships in each of the thirty-three jurisdictions named below on the basis of the following conditions:

1. (a) Six credits at the Secondary School Honour Graduation Diploma level, including at least one credit in each of English and Mathematics, will be considered in determining a candidate's aggregate. Not more than three credits will be counted in any one subject area.

   (b) Only credits at the Secondary School Honour Graduation Diploma level of the current year will be considered.

   (c) The candidate must obtain 60 per cent or better in at least two courses.

   (d) Marks obtained on failed papers and marks obtained at the summer schools will not be considered.

   (e) A mark obtained at a Conservatory of Music in lieu of approved courses in Music towards the Secondary School Honour Graduation Diploma will not be counted.

2. No candidate will be eligible for any of these Scholarships who has not attended a secondary school operated by a Board of Education during the full school year 1974-75 in one of the jurisdictions named.

3. No candidate who has been awarded one of these Scholarships will be eligible to compete for a subsequent award of this Scholarship.

4. Scholarships are open for competition in each of the jurisdictions named below to all the students of the secondary schools that are located within the limits of the jurisdiction and are operated by a Board of Education.

5. (a) Awards of $100.00, $60.00, and $40.00 will be made by the Board of Education for each of the following jurisdications to the student who obtains the highest, second highest, and the third highest aggregates respectively:

(over)

(1) The County of Brant, (2) The County of Bruce, (3) The County of Elgin, (4) The County of Grey, (5) The former County of Haldimand, (6) The County of Hastings, (7) The County of Huron, (8) The County of Kent, (9) The County of Lambton, (10) The County of Lanark, (11) The County of Leeds and Grenville, (12) The Regional Municipality of Durham except the Town of Newcastle, (13) The County of Oxford, (14) The County of Perth, (15) The County of Renfrew, (16) The County of Simcoe, (17) The Regional Municipality of Waterloo (18) The United Counties of Stormont, Dundas and Glengarry, (19) The former County of Welland, (20) The County of Wellington, (21) The City of Toronto.

(b) One award of $100.00 will be made by each of the following Boards to the student who obtains the highest aggregate:

(1) The Essex County Board of Education
(2) The Middlesex County Board of Education
(3) The Wentworth County Board of Education
(4) The Board of Education for the City of Hamilton
(5) The Board of Education for the City of London
(6) The Board of Education for the City of Windsor

(c) One award of $33.00 will be made by each of the following Boards to the student who obtains the highest aggregate:

(1) The York County Board of Education
(2) The Board of Education for the Borough of East York
(3) The Board of Education for the Borough of Etobicoke
(4) The Board of Education for the Borough of North York
(5) The Board of Education for the Borough of Scarborough
(6) The Board of Education for the Borough of York

6. The principal of each secondary school in the jurisdictions referred to in paragraph 5 is requested to forward to the Director of Education for the Board of Education by which he is employed, the names and standing of students who are to be considered for the award to be given at the Secondary School Honour Graduation Diploma level in June 1975.

7. The Director of Education of each Board concerned shall forward the name or names of the winners to The Director, Education Records Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2, who will make arrangements to have cheques payable to the winners forwarded to the Directors of Education.

J. S. Stephen
Assistant Deputy Minister

December 9, 1974

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Mowat Block, Queen's Park
Toronto, Ontario
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1974-75:17

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SECONDARY SCHOOLS

RE: ONTARIO SCHOLARSHIP PROGRAM - 1975
Conditions of Award

Academic Requirements

1. A student who has obtained an aggregate of at least 480 marks in any approved Honour Graduation level courses having a total value of six credits, according to the definition of a credit as on page 6, Circular H.S.1, 1974-75, and, in the calendar year 1975, is awarded a Secondary School Honour Graduation Diploma, may be designated as an Ontario Scholar, subject to the conditions outlined below.

2. The following conditions should apply in the calculation of the 480 marks required:

   (a) a candidate's mark in any course should be multiplied by the credit value of the course,

   (b) where a candidate obtains standing in Honour Graduation level courses totalling more than six credits, the highest marks, or portions, thereof, should be used,

   (c) standing in both French and Français may not be counted,

   (d) standing in both English and Anglais may not be counted,

   (e) standing obtained at a Conservatory of Music in lieu of standing in Honour Graduation Music should not be considered for Ontario Scholar purposes.

3. It is not a requirement that a student complete six Honour Graduation level courses in one year in order to be designated as an Ontario Scholar. A student who qualified for the Secondary School Honour Graduation Diploma, or the equivalent, prior to January 1, 1975, may not be recommended for a 1975 Ontario Scholarship.

(over)

4. Forms on which the principal is to recommend Ontario Scholars will be provided by the Ministry in June. Recommendations of students who become eligible after that time should be forwarded, by letter, to The Director, Education Records Branch, Ministry of Education, 18th floor, Mowat Block, 900 Bay Street, Toronto M7A 1L8.

AWARDS

A successful student will receive an Ontario Scholar Diploma and an award of $100.

PAYMENT OF SCHOLARSHIP

The Diploma and the cheque will be sent to the principal of the school which the successful student attended in 1975, as soon as possible after the standing has been verified.

J. S. Stephen

December 6, 1974

J. S. Stephen,
Assistant Deputy Minister.

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:18

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SECONDARY SCHOOLS

RE: ENROLMENT BY SUBJECTS AND GUIDELINES
IN SECONDARY SCHOOLS
SEPTEMBER 1971, 1972, and 1973

Following the pattern of recent years we are pleased to release for your information some comparative figures on student enrolment classified by subjects and curriculum guidelines.

This year the data has been organized according to a new classification of subjects and a new coding system recently introduced in the Ministry of Education to identify curriculum guidelines and courses of study. These changes account for some of the differences in subject and guideline enrolment figures reported last year for 1971 and 1972.

All subjects are grouped into nine Primary categories as follows:

1. General and Multidisciplinary Studies
2. Official Languages
3. Other Languages
4. Mathematics
5. Sciences
6. Social Sciences
7. Arts and Physical Education
8. Business Studies
9. Technological Studies

Secondary categories exist within each of the Primary categories. For example, under category 4 (Mathematics) we have 40 (Applied Mathematics) and 41 (Pure Mathematics). Under each of the second categories there is a further subdivision into guideline courses. A letter preceding the number indicates the Division in which the course is offered. For example, at the Honour Diploma level under Pure Mathematics we have the following guideline courses:

H41062	Mathematics Senior 1972, Algebra Year 5
H41063	Mathematics Senior 1972, Calculus Year 5
H41064	Mathematics Senior 1972, Relations and Functions Year 5
H41074	Algebra S.12C Supplement, 1971 Year 5
H41075	Calculus S.12C Supplement, 1971 Year 5
H41076	Functions and Relations S.12C Supplement/1971 Year 5

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In the Senior Division under Pure Mathematics we have:

S41060 Mathematics Senior 1972, Foundations 1
Years 3 & 4
S41061 Mathematics Senior 1972, Foundations 11
Years 3 & 4
S41070 Mathematics RP.12/1962 Years 3 & 4
etc.

and in the Intermediate Division:

I41040 Mathematics I.12C(4)/1964 Years 1 & 2
I41041 Mathematics I.12C(5)/1964 Years 1 & 2
etc.

The material attached embodies provincial data of enrolment by subject and division according to the breakdown outlined above. It should also be noted that the enrolment is separated into courses taught in English and French and into regular guideline courses and innovative courses. Courses applicable to both Intermediate and Senior divisions are preceded by the letter "C".

There are many benefits to this data collection system. A general picture of course enrolment can be derived from the primary categories as defined above either in total or by Division (H,S or I). It is thus possible to determine trends without being misled by a decreasing enrolment in a single course when a guideline is being phased out.

Again, we repeat the caution expressed last year. These figures are not as accurate as we would wish them to be. There are still problems in both the collection and collation of the information. We do feel, however, that the data is sufficiently accurate to be useful for a variety of purposes and we will continue to improve the accuracy year by year.

Tables 1,2,3, and 4 are summaries by major category and by division. Table 5 provides enrolment by guideline course within primary and secondary categories. Table 6 is similar to Table 5 except that enrolment is not listed by guideline course but is totalled by primary and secondary categories as defined above.

All of the above tables are for the province as a whole. The distribution to Regional Directors of Education and Directors of Education also includes Tables 5 and 6 by Region and/or Board as applicable.

JFKinlin

J. F. Kinlin,
Assistant Deputy Minister

December 3, 1974.

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
PRINCIPALS OF SCHOOLS

RE: PRINCIPALS' COURSE

The Principal is asked to bring this memorandum to the attention of his staff as soon as possible.

Courses of four weeks' duration leading to the Elementary School Principal's Certificate and to the Secondary School Principal's Certificate and to the Secondary School Principal's Certificate Type B or Type A, will be offered in 1975.

Elementary Section and Secondary Section, First Session

July 7 - August 1

Queen's University, Kingston
University of Western Ontario, London
Trent University, Peterborough
Laurentian University, Sudbury
Seneca College, Toronto
University of Waterloo, Waterloo

Secondary Section, Second Session

July 7 - August 1

Queen's University, Kingston

General Information

The Principals' Course provides candidates with an opportunity for professional growth and relates directly to the tasks that are vital to the role of the principalship. Before and during the course each candidate will be encouraged to identify personal professional needs. The program at each centre will be designed to attempt to meet these needs and to involve the candidates in a variety of tasks concerning their relationships to the Ministry of Education and within local school board jurisdictions. Candidates will be actively involved in the process of refining their skills of applied leadership.

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The informal discussion which characterizes living in residence is considered to be an integral part of the course. With the exception of Seneca College, all courses will have residence facilities. It is recommended strongly that each applicant name as his or her first choice a centre other than the one in the municipality in which he or she lives.

All centres will function with a permanent staff assigned to each centre. Elementary and Secondary First Session Sections will have joint sessions and separate groups or electives according to the needs and interests of the candidates.

The course at Laurentian University will be for both English-speaking and French-speaking candidates, and there will be joint sessions for all candidates. Laurentian University will also have available a number of apartments for married couples and small families. Candidates interested in renting these facilities should enquire directly to Laurentian University.

The Secondary Section, Second Session, will have a tutorial seminar format. It is anticipated that there will be opportunities for shared learning activities between the two centres at Kingston.

ADMISSION REQUIREMENTS

(1) An Applicant for admission to the ELEMENTARY SECTION or to the SECONDARY SECTION, FIRST SESSION, in 1975 shall

- (i) hold a basic permanent Ontario teacher's certificate valid in the type of school for which the applicant desires a principal's certificate;
- (ii) have the degree of Bachelor of Arts or Bachelor of Science from an Ontario University; or a degree deemed equivalent thereto (evidence of the latter is to be sent to the Education Records Branch for an official evaluation of its acceptability before an applicant will be admitted to the course);
- (iii) have five years of teaching experience prior to June 30, 1975; and
- (iv) have been considered as above average in competence for at least the last two years of teaching.

(continued)

(2) An applicant for admission to the SECONDARY SECTION, SECOND SESSION, 1975 shall

- (i) have taught one or more subjects of the senior division for at least three years as a full-time staff member in a secondary school;
- (ii) have been considered as above average in his work as a principal or vice-principal for two years subsequent to receiving his Interim Secondary School Principal's Certificate, Type B; and
- (iii) be eligible for a permanent Secondary School Principal's Certificate, Type B, by June, 1975.

CERTIFICATION

Candidates are advised to refer to the information in Memorandum 1970-71:7.

REGISTRATION PROCEDURES

A candidate wishing to be admitted to the course in 1975 should obtain from the principal the appropriate preliminary application form: Elementary-35PC(E); Secondary-35PC(S1) or (S2). Each applicant should send this preliminary application immediately to the local chief supervisory officer. Since it is not possible to provide places for all applicants, a quota has been established for each school board. NOTE: Each board has been notified of its quota. The chief supervisory officer for the board will decide which applications are to be accepted according to the number of spaces allocated and will forward them to the Director of the Curriculum Services Branch, 15th floor, Mowat Block, Queen's Park, Toronto M7A 1L2, by February 7, 1975. Each candidate for the course will receive a letter of acceptance from the Ministry of Education.

All applications for candidates from private schools must be approved by the appropriate Regional Director of Education of the Ministry of Education. The Regional Director will apply the same quota ratio to the private schools as has been applied to the public and separate schools.

Every candidate accepted for the Principals' Course must submit an "Application for Ministry Summer Courses, 1975" to the Ministry of Education, Ontario, P.O. Box 560, Station F, Toronto, Ontario. These forms may be obtained from the school principal or from the Education Records Branch, Mowat Block, Queen's Park, Toronto M7A 1L2 and must be forwarded with the required fee in the form of a cheque or money order made payable to the Treasurer of Ontario.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

December 16, 1974.

Ministry
of
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 20

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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: THE EDUCATION ACT, 1974
(Bill 72)

Bill 72 was given First Reading on May 30, 1974. Various changes have since been made and Third Reading and Royal Assent were given on December 20, 1974. The provisions of the Bill come into force as The Education Act, 1974, on January 1, 1975. At the earliest possible date you will receive Third Reading copies of the Bill, and shortly thereafter copies of the office consolidation, complete with a table of contents and an index.

There are a number of items, of particular interest to teaching and administrative staffs, to which the attention of all concerned is drawn, as follows:

Sec. 1(1) para. 63	Certain business officials may now qualify as supervisory officers. Details will be contained in a regulation made under the Act. Directors of education must, however, continue to be qualified as teachers (see sec. 247(1)).
8(1) (12)(b)	The Minister may grant Bachelor of Education degrees to Graduates of the Ontario Teacher Education College which combines the former teachers' colleges at Toronto and Hamilton.
10(3) (e)	The provisions in respect of the calculation of fees for non-resident pupils formerly contained in section 72 of The Schools Administration Act, have been transferred to the regulations
10(7)	The power is now provided to make regulations in respect of early school-leaving procedures for 14- and 15-year olds. The related draft regulation was widely circulated several months ago in connection with Memorandum 1974-75:2 and the details should be familiar to all who are concerned with the provision of individualized and meaningful programs for certain pupils at this particular age level.

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22(2)&(4)	The right to a hearing is provided in respect of the suspension and expulsion of pupils.
34(2)	Procedures at the local level are established where there is a question as to a pupil's ability to profit by instruction.
41	The former right of a child to attend school without fee where the mother is the sole support is broadened to include the situation where only one parent is responsible for the support of the family.
49	School visitors now include parents and board members, and secondary schools are now included in this provision. It should be noted in this connection, that a new section 230(m) provides that, subject to an appeal to the board, a principal may refuse to admit to the school or classroom a person whose presence would in his judgment be detrimental to the physical or mental well-being of the pupils.
60 - 66	District school areas now replace rural school sections and township school areas in the territorial districts.
75(1)	Provision is made for the parent of an applicant to a school for trainable retarded children to make representations to the admissions board.
83(1)	The heads of families who live in one or more townships who wish to establish a Roman Catholic separate school zone must reside in a "six-mile square area" rather than in a "former school section".
250(1) (d)	It is now required that a supervisory officer provide to a teacher a copy of any report that he makes in respect of the teacher.

The above items give a reasonable cross-section of the significant changes included in The Act which, although in the main a consolidation, required certain other adjustments during the almost two-year period that its contents were available to the public. The Minister has sent a memorandum to board chairmen in which he draws attention to several provisions that are of particular significance to board members. A copy of that memorandum is enclosed.

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Thanks are extended at this time to all professional educators and their organizations for many helpful contributions to the development of The Education Act, 1974. It is hoped that the Act will strongly support our continuing effort to provide for every pupil in our schools the greatest possible educational opportunity.

H. K. Fisher

for G. H. Waldrum
January 7, 1975 Deputy Minister of Education

Ministry
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:21

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

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JAN 29 1975
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

RE: TRAVEL BURSARIES FOR TEACHERS GOING ON EXCHANGE TO THE UNITED KINGDOM AND FOR TEACHERS ATTENDING LANGUAGE COURSES AT TOUR AND LA ROCHELLE IN FRANCE OR GOETHE INSTITUTE SUMMER COURSES IN GERMANY

The Ministry of Education, Ontario, wishes to announce the establishment of travel bursaries in the amount of $300.00 each, available to teachers accepted for teacher exchange with the United Kingdom for the year 1975-76 and for teachers accepted on the following language immersion courses to be offered during the summer of 1975: Tour and La Rochelle in France, and Goethe Institute courses in Germany.

Detailed information concerning the summer courses at Tour and La Rochelle has not yet been received, but will be sent to schools in a numbered memorandum in the near future. When teachers receive confirmation of acceptance on an exchange or on one of the language courses mentioned above, they may make application by letter for a travel bursary to the Educational Exchange and Special Projects Branch, Ministry of Education, Queen's Park, Toronto, M7A 1L2.

With respect to teacher exchanges with the United Kingdom, a travel bursary will be granted in January of 1976 and in the case of language courses, at the conclusion of the course after attendance has been confirmed.

Information concerning the summer courses in Germany may be obtained from the Goethe Institute, 1067 Yonge Street, Toronto, M4W 2L2.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

January 20, 1975

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Ministry
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 24

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THE ONTARIO INSTITUTE
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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: NEW POLICY ON PRICES OF BOOKS LISTED
IN CIRCULAR 14

A new policy on the prices of books listed in Circular 14 will be instituted in Circular 14, 1975. The prices given in this forthcoming issue of Circular 14 will be net prices. This means that the usual educational discount has already been applied and the price stated with each entry is the price which a school board, a school, or a teacher, will pay for that particular book. Members of the general public, including students who purchase books individually, may expect to pay the usual list price. It should be remembered that in most cases shipping charges are extra.

One reason for this change is to institute a uniform policy on the prices given in Circular 14. In past years most prices were list prices but some were net. In addition, the educational discounts varied greatly, so that it was very difficult for a purchaser to know exactly how much of his budget for books had actually been spent. It is expected that this new policy will simplify the purchasing of textbooks for all concerned.

Another reason for the change is that many publishers are changing over to net prices in their catalogues. It should also be noted that new prices are usually effective on January 1, rather than the date on which Circular 14 appears.

JF Kinlin.

J. F. Kinlin
Assistant Deputy Minister

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 25

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE:
1. BOOKLET ON FIRE EVACUATION PROCEDURE FOR SCHOOLS PREPARED BY THE OFFICE OF THE FIRE MARSHAL
2. TELEPHONE CALLS FROM SCHOOL PERSONNEL FOR MINISTRY DOCUMENTS AND OTHER PRINTED MATERIALS
3. THE JOURNAL OF LEISURABILITY
4. MATERIAL FOR SECONDARY SCHOOL TEACHERS ON TEACHING TAXES
5. COURSE OFFERED FOR SECONDARY SCHOOL TEACHERS OF GEOGRAPHY BY THE FEDERAL GOVERNMENT

1. BOOKLET ON FIRE EVACUATION PROCEDURE FOR SCHOOLS PREPARED BY THE OFFICE OF THE FIRE MARSHAL

Since an insufficient number of these booklets was received from the Fire Marshal's Office to service all schools in the mailing last year, the Ministry has requested permission to have additional copies reprinted. As soon as copies are available, further notification will reach the schools by Memorandum.

2. TELEPHONE CALLS FROM SCHOOL PERSONNEL FOR MINISTRY DOCUMENTS AND OTHER PRINTED MATERIALS

Directors and principals are asked to acquaint secretaries and all other members of staff with the following information: The staff at the Central Distribution Centre in Toronto has been directed not to accept telephone requests for Ministry documents and other printed materials. The mailing staff at the Centre is not large enough to allow for a considerable amount of time to be tied up with an increasing number of calls.

Kindly have requests for additional materials forwarded to the Regional Office for your Region.

3. THE JOURNAL OF LEISURABILITY

The JOURNAL OF LEISURABILITY is a new publication in the area of recreation and leisure for special groups, the handicapped and the elderly, and contains resource material for students, teachers and consultants interested in the needs of these special groups.

The Journal is published quarterly at $9.00 per year, or $8.00 per year for bulk orders. For subscriptions or further enquiries, write to:

Mr. Peter A. Witt,
JOLA, Box 281,
Station A,
Ottawa, Ontario,
K1N 8U2

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4. MATERIAL FOR SECONDARY SCHOOL TEACHERS ON TEACHING TAXES

Revenue Canada has recently up-dated a kit of learning materials useful to secondary school teachers of economics, law, consumer studies, home economics, and certain other social sciences or business subjects, who may wish to include in their courses, a unit on taxation. An introductory booklet called TEACHING TAXES and a TEACHER'S (TAX) KIT will be forwarded separately to secondary schools and inspected private secondary schools on the scale of approximately one per twenty teachers, provided that the federal government makes such a supply available. Principals are asked to bring these materials to the attention of appropriate teachers.

5. COURSE OFFERED FOR SECONDARY SCHOOL TEACHERS OF GEOGRAPHY BY THE FEDERAL GOVERNMENT

The Surveys and Mapping Branch, Department of Energy, Mines and Resources of the Federal Government, has asked us to inform secondary school teachers of geography in Ontario that a course will be offered from June 23 to June 27 inclusive in the construction of topographic maps and the interpretation of aerial photographs. The object of the course is to give geography teachers a better understanding of both the maps and air photos produced by the Surveys and Mapping Branch. The participants will be given training in the handling and operation of the various instruments used in modern map making. There will also be visits to the National Air Photo Library, the Canada Centre for Remote Sensing, the Map Division of the Public Archives of Canada and map compilation offices and printing plant of the Surveys and Mapping Branch.

The course for 40 students will be given in English this year and in French in 1976. Ontario has been allotted 10 places. A registration fee of $25.00 will cover the cost of texts and instructional materials. Accommodation will be available at a hotel near the Surveys and Mapping Branch at about $10.00 a day for a shared twin-bedded room. A cafeteria will be available for breakfast and lunch.

Letters of application should be sent by March 1, 1975, to:

Topographical Survey Directorate,
Surveys and Mapping Branch,
Dept. of Energy, Mines and Resources,
615 Booth Street,
Ottawa, Ontario,
K1A OE9

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

January 28, 1975

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:26

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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: ONTARIO RED CROSS YOUTH

Once again the Ministry of Education is sponsoring the yearly financial appeal of Ontario Red Cross Youth.

Through the donations from elementary and secondary schools the Red Cross Youth Fund is able to defray the cost of glasses, remedial dentistry, orthodontic treatment, transportation and medication for the underprivileged children of Ontario.

This year Ontario Red Cross Youth is supporting a day-care centre for children in the drought-stricken country of Mauritania. This support includes a teacher's salary, school supplies and equipment and one meal a day for the children.

Through exchange programs and special projects Red Cross Youth is lending support to Indian children in Northern Ontario.

The co-curricular activities described in the theme units available from the Red Cross office provide exciting possibilities for teachers and students to become involved with international exchanges, local community service, and health concepts.

One of the theme units, "It All Adds Up", contains suggestions and guidelines for fund raising. It will be mailed to each school in February.

When a school has completed its fund-raising project, the principal is requested to write the name of the school and its address on the back of the cheque and to make his returns to his local Director of Education. For those schools which are not under a local Director, the principal should forward donations to his Regional Director of Education.

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Red Cross Youth Staff and volunteers would welcome the opportunity to assist any school in planning its campaign.

We ask your support for the 1975 Red Cross Youth financial appeal planned for February and we wish the Ontario Red Cross Youth every success in its pursuit of humanitarian undertakings.

The Regional Directors of Education and Directors of Education will forward their returns to:

Ms. Judi Kemp,
Director,
Ontario Red Cross Youth,
460 Jarvis Street,
Toronto, Ontario,
M4Y 2H5

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

January 27, 1975

A. D. E. PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

	BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV.MUN FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
P	030341	PRESCOTT & RUS	1172	996	985	42		510	19	18	97	5	4	10	182	13	180		4	1084	11	1073	698
P	810191	HALIBURTON COU	1552	1601	1531	22	3	528		1	126		3	1	134		153		4	975	34	941	662
R	411142	ELGIN COUNTY R	1758	1755	1717	31		480	16	1	80	17	3		65	3	104			800	3	797	615
R	551152	OXFORD COUNTY	2115	2061	2012	41		506	6		82	19	7		70	9	112			852	20	832	639
R	611152	HALDIMAND-NORF	2675	2723	2641	23		449	2		64	8	4		93	5	122	2	1	773	7	766	543
R	521162	BRUCE-GREY COU	2967	2926	2917	41	1	488	17	1	62	26	10	1	103	4	93	7	1	855	16	839	623
R	561202	HURON-PERTH CO	3099	3187	3096	33	1	504	7		76	17	7		96	7	85			833	10	823	636
R	931062	LANARK-LEEDS G	3184	3173	3169	28		504	8		93		4		56	15	107		1	816	19	797	636
R	511102	BRANT COUNTY R	3350	3387	3347	21		472	5	1	72	15	6	3	26	7	116	7		751	22	729	578
P	970121	PRINCE EDWARD	3500	3500	3500	21		492	5		68	13	2		79		107		2	789	1	788	598
R	921002	HASTINGS PRINC	3865	3923	3863	29	1	520	12	1	79	46	5		68	20	65	2	1	869	22	847	675
R	911032	FRNTNAC-LNNX A	3990	3992	3986	33		531	16	1	70	22	5	1	43	7	74		1	804	15	789	661
P	710131	DUFFERIN COUNT	4248	4154	4151	25		479	10		54	24			64	56	66		2	780	4	776	573
R	581142	WELLINGTON COU	4787	4806	4767	33		499	19		71	26	3		28		100	15	1	795	21	774	638
R	451102	LAMBTON COUNTY	4885	4787	4773	25		489	30	1	73	19	8	2	59	10	95			811	7	804	635
P	610161	HALDIMAND COUN	4950	4988	4949	14		444	19		61	28	1		58	12	94	30	1	762	29	733	552
R	641072	YORK COUNTY R	5083	4948	4799	26	1	513	19		68	23	5	5	68	12	140	42	1	923	54	869	647
P	830201	VICTORIA COUNT	5295	5317	5207	15		447	8		61	24	4		69		78	9	1	716	27	689	547
P	940131	LENNOX & ADDIN	5311	5423	5302	21		529	17	4	76	23	4	2	79	12	112		1	880	20	860	665
P	020111	LANARK COUNTY	5326	5370	5322	16		526	36	1	76	14	7	1	74	29	86	2	2	870	15	855	662
R	741012	SIMCOE COUNTY	5479	5544	5423	21		483	7		74		3	1	69	11	99	20		788	9	779	585
R	441132	KENT COUNTY R	5531	5608	5531	21		509	8		65	20	6	1	54	17	105			806	7	799	618
R	961052	P'BORO VICTORI	6221	6160	6160	27	1	535	19		74	22	4	1	61	4	63			811	28	793	660

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE E1

A. D. E. PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

	BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV.MUN FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
R	041032	RENFREW COUNTY	6604	6658	6577	25		533	17		80	40	6		68	6	108			883	13	870	680
P	520191	BRUCE COUNTY B	6916	7244	6863	15		493	18	4	67	63	4		97	37	91		1	890	15	875	641
P	650131	NORFOLK COUNTY	7349	7361	7349	15		477	12		58	23	2		50	14	72		1	724	7	717	580
R	721092	HALTON COUNTY	7629	7581	7568	20	1	473	7	1	61	16	1	1	33	1	112			727	5	722	574
R	621112	LINCOLN COUNTY	7779	7951	7748	20		519	11		78	21	24		36	2	100		1	812	17	795	645
P	050371	STORMNT DNDAS	7879	7962	7876	,21	1	547	16	1	73	26	5		87	10	85	13	3	888	9	879	677
P	430101	HURON COUNTY B	7880	7875	7855	11		504	11		57	11	2		72	6	71		3	748	1	747	592
R	031072	PRESCOTT & RUS	7886	7870	7856	25		538	10	2	61	26	3		62	2	91		1	821	12	809	655
R	821122	ONTARIO COUNTY	8486	8472	8459	20	1	536	9	2	76	16	3		23		94	2		782	1	781	654
P	460191	MIDDLESEX COUN	8507	8695	8506	21		478	5	1	66	24	3		89	20	78		2	787	9	778	584
P	040141	RENFREW COUNTY	8858	8831	8826	15	1	551	29	1	86	23	6		81	30	79		1	903	14	889	702
P	560141	PERTH COUNTY B	9125	9126	9125	13		454	9	1	57	18	5		59	4	82		1	703	6	697	546
P	410171	ELGIN COUNTY B	9320	9319	9312	15		528	2	1	59	20	2	5	54	23	82	7	2	800	17	783	617
R	421102	ESSEX COUNTY R	9747	9732	9732	22	1	509	14		99	14	3	1	48	8	104			823	14	809	648
R	051002	STORMNT DNDAS	10216	10247	10161	27	1	542	37	1	82	13	4		52	23	75	8	1	866	8	858	690
P	530151	GREY COUNTY B	10330	10209	10078	16	1	541	16		60	21	1		85	5	82	35	1	864	7	857	653
R	461162	MIDDLESEX COUN	10452	10386	10340	22	1	513	17		82	30	3	1	30	22	146	6		873	9	864	659
P	420131	ESSEX COUNTY B	10747	10738	10738	15		519	13		106	14	3		76	5	120	9	3	883	8	875	642
P	930171	LEEDS & GRENVI	10915	10880	10866	17		520	10		66	29	4		76	2	67	5	2	798	4	794	638
P	960161	PETERBOROUGH C	11384	11383	11263	18		533	19	1	72	32	2	4	46	7	57	9	2	802	16	786	658
R	621382	WELLAND COUNTY	11691	11504	11479	25	1	535	13		67	29	4	1	43	10	115	5	1	849	20	829	651
P	550181	OXFORD COUNTY	11785	11794	11773	12		505	5		58	21	4		50	54	58	13	1	781	18	763	595
P	510121	BRANT COUNTY B	12321	12335	12317	14		485	22		64	41	4		21	45	50	4	3	753	19	734	622

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE B1

A. D. E. PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

										ATT			OTH	NON				PROV.MUN					ACT
	BOARD. NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	HLTH FOOD	PLNT OP	PLNT MAIN	OP EXP	OP EXP	TRAN	CAP EXP	DEBT CHGS	FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ORD EXP
P	440161	KENT COUNTY B	12400	12638	12369	15	2	523	13	1	63	68	1	1	52		62		1	802	14	788	635
P	910141	FRONTENAC COUN	12659	12575	12567	15		541	15	2	83	22	2	3	43	14	86	20	1	847	19	828	668
R	731482	DUFFERIN-PEEL	12731	12654	12600	24	1	521	32		69	14	2		39	40	120	18		880	71	809	645
R	011042	CARLETON R C S	13299	13503	13243	33	1	556	17		80	30	1	2	83		152		4	959	25	934	683
P	640171	WENTWORTH COUN	13836	13881	13806	11		506	8	1	85	21	1	5	47	6	92		5	788	10	778	630
P	920101	HASTINGS COUNT	14058	14073	14051	18	2	510	27	1	78	30	3	5	47	41	69	2	2	835	7	828	662
P	580171	WELLINGTON COU	14842	14833	14793	15		472	18	1	60	23	8		48	66	67	1	2	781	18	763	584
P	450121	LAMBTON COUNTY	14875	15183	14867	15		516	16	1	85	22	1	1	45	9	67		4	782	18	764	648
P	950101	NORTHUMBERLAND	15949	15987	15918	13	2	471	8		68	38	6		66	2	76		1	751	12	739	590
R	571342	WATERLOO COUNT	16077	16120	16076	19		515	12		79	27			18	4	100	4	1	779	5	774	639
P	620141	LINCOLN COUNTY	21090	21057	21057	12	2	555	30		75	18	6		23	6	70	6	3	806	13	793	683
P	620301	NIAGARA SOUTH	21992	22001	21981	11	3	565	13	1	76	20	2	1	25	18	80	23	6	844	7	837	679
P	010311	CARLETON B OF	22151	22274	22037	22	1	563	16		84	23	2	11	54	41	135		10	962	17	945	697
R	641142	WENTWORTH COUN	22668	22624	22611	29	1	519	8	2	82	24	2	2	21	1	101		1	793	5	788	657
P	740121	SIMCOE COUNTY	25423	25608	25422	12	1	489	3	1	72	39	1		52	36	82	4	3	795	14	761	610
P	840181	YORK COUNTY B	28425	28628	28421	17	3	500	23	1	74	30	5		35	7	94	2	3	794	11	783	640
P	570101	WATERLOO COUNT	30537	30559	30462	14	2	527	20	2	72	23	2	8	26	1	93	16	3	809	12	797	656
P	820311	ONTARIO COUNTY	30996	31107	30978	13		509	5	1	77	22	1	1	22	13	79	69	3	815	46	769	616
P	720101	HALTON COUNTY	31232	31227	31218	10		525	14	1	69	16		5	22	3	95	5	4	769	16	753	631
P	730241	PEEL COUNTY B	47208	47201	47185	12	1	528	12	3	74	24	4	1	15	19	127	8	6	834	44	790	653

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS PY EXPENDITURE FUNCTION SCHEDULE F1

A. D. E. PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

	BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV.MUN FOR RES	PROV.MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
P	210401	HORNEPAYNE B O	243	270	243	27		488		2	100	18					240	32	4	911	45	866	626
P	310381	HEARST B OF E	245	353	245	39		543	19	10	98	18	9		115		186		4	1041	113	928	677
P	260181	CHAPLEAU B OF	401	451	401	35		497	27	1	109	26	6		83	47	153	35	2	1021	10	1011	694
R	131372	NIPIGON-RED RO	413	448	413																		
R	111002	DRYDEN DIST R	438	475	438	40		484			104		12		44	3	135			822	19	803	624
R	131452	SCHREIBER-TERR	454	459	454	34		575	10		53	30	6				116	7		831	20	811	691
R	121062	FORT FRANCES R	505	691	498	52		552	4		80	44	11		66		39	6		854	34	820	718
P	210591	MICHIPICOTEN B	620	594	588	69	1	476	9	1	19	53	2		30		31	8	4	703	46	657	595
P	130301	GERALTON B OF	631	640	631	38		565	20		101		13		32	1	95	8	2	875	38	837	699
R	211052	MICHIPICOTEN D	634	709	634	43	2	500	17		26	66	2	14	26		110			806	57	749	642
P	130721	NIPIGON-RED RO	636	664	636	35		612	9	4	91	50	2		89	31	105	39	7	1074	31	1043	779
R	131022	GERALDTON DIST	640	773	640	35		532	21		71	11	19		33	4	92			818	16	802	664
P	310461	KAPUSKASING B	815	854	815	29		614	21	3	91	16	3		86		38		6	907	7	900	764
R	111342	KENORA DISTRIC	951	1225	951	46	1	566	41	16	94	61	12	2	107	2	121	57	1	1127	87	1040	730
P	120171	ATIKOKAN B OF	982	982	982	23		623	23		51	59			32		63	47	1	922	11	911	759
P	110611	RED LAKE B OF	1143	1156	1140	31		455	10		87	16	5		31	12	101	9	5	762	22	740	589
P	260341	ESPANOLA B OF	1152	1275	1152	32		583	17	1	141	8	9		94	6	119	14	2	1026	25	1001	762
P	130641	LAKE SUPERIOR	1218	1233	1217	43		592	17	1	92	26	46		25		110	49	10	1011	39	972	756
P	220121	MANITOULIN B O	1263	1338	1262	36		528	9		71	10	1		101	2	29	8	2	797	16	781	644
P	210321	CENTRAL ALGOMA	1620	1633	1619	39		624		3	85	13	18	1	127	3	71		1	985	5	980	774
R	311782	HEARST DISTRIC	1654	1657	1649	46		532	22	6	89	32	21		64	6	91		1	910	10	900	742
R	351142	KIRKLAND LAKE	1698	1713	1692	41	1	591	9	1	82	23	16		37	5	96	9	1	912	19	893	737
P	210671	NORTH SHORE B	1822	1829	1822	25		634			129		2	3	59		159	45	7	1063	13	1050	772

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE B1

A. D. E.

PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

	BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV.MUN FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
P	310111	COCHRANE IROQU	1863	1862	1855	27		620	9		91	17	3		119	4	76	5		971	7	964	762
P	350171	KIRKLAND LAKE	2054	2061	2054	32		593	9	1	38	94	4		34	1	33	24	3	866	16	850	748
R	311192	COCHRANE-IROQ	2200	2200	2200	46		564	23		88	33	8	1	63	7	94	7		934	11	923	745
R	351222	TIMISKAMING DI	2269	2258	2248	31		529	31	3	91	38	14		98	3	162	2		1002	12	990	720
P	110451	KENORA B OF E	2283	2418	2283	21		602	32	2	84	46	14		63	85	47	48	1	1045	31	1014	759
P	120331	FORT FRANCES-R	2446	2610	2446	25		577	5		100	28	1		107		48		1	892	48	844	702
P	340371	WEST PARRY SOU	2647	2766	2635	21		568		1	79	31	8	3	99		59		3	872	33	839	692
P	340101	EAST PARRY SOU	3080	3166	3080	16		519	17	2	89	13	3	7	99		81	6		852	13	839	650
P	310541	TIMMINS B OF E	3090	3089	3088	28		652	17	2	76	23	12		38	91	85		2	1026	18	1008	776
P	350331	TIMISKAMING B	3133	3157	3128	21		532	22	1	78	24	5		107		54	40	3	887	10	877	672
R	211132	NORTH SHORE DI	3270	3513	3265	34		539	47	1	80	26	3	14	49		128			921	26	895	697
P	110371	DRYDEN B OF E	3275	3575	3274	26		544	10	1	79	26	5		73	17	58	7	2	848	19	829	675
R	311352	KAPUSKASING DI	3694	3700	3692	28		559	14		78	54	11	1	58	3	97		2	905	7	898	729
P	320181	MUSKOKA B OF E	5063	5071	5017	20		544	16		104		7		98	80	85			954	12	942	677
R	311512	TIMMINS DISTRI	5101	5100	5100	32		563	26	2	66	45	9	1	38	7	59		1	849	8	841	732
R	131292	LAKEHEAD DISTR	6420	6599	6417	28		534	23	2	91	21	6	2	30	9	97			843	11	832	702
P	330141	NIPISSING B OF	6569	6440	6424	21		553	8	1	82	37	2		40	3	94	38	2	881	11	870	679
R	211212	SAULT STE MARI	7364	7559	7352	33	1	501	33	3	83	33	9	1	21		95	2	1	816	7	809	687
R	331112	NIPISSING DIST	9722	9831	9694	27		565	11		80	41	4	2	51	12	116		1	910	11	899	717
P	210751	SAULT STE MARI	9762	9857	9761	17	2	565	22	1	91	40	1	1	28	43	87	1	2	901	13	888	717
P	130481	LAKEHEAD B OF	13464	13494	13460	15	1	576	12	1	87	36	2		44	56	69	7	3	909	13	896	722
P	260421	SUDBURY B OF E	14607	14648	14527	15	2	586	15	2	96	35	1	1	59	35	75		4	926	16	910	730
R	261152	SUDBURY DISTRI	23521	23591	23504	16	1	543	22		97	45	3	3	63	7	115		1	916	18	898	708

P = Public, - R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE E1

A. D. E. PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

										ATT			OTH	NON				PROV.MUN					ACT
	BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	HLTH FOOD	PLNT OP	PLNT MAIN	OP EXP	OP EXP	TRAN	CAP EXP	DEBT CHGS	FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ORD EXP
P	420721	WINDSOR B OF E	16689	16683	16670	17	5	560	15	1	126	48			11	2	50		5	840	13	827	757
R	423152	WINDSOR R C S	18827	18820	18818	17	1	532	30	1	89	20	3		15	8	106			822	12	810	680
P	010741	OTTAWA B OF E	22218	22293	22156	17		681	32	21	107	31	1	3	36	111	93		13	1146	53	1093	638
R	011712	OTTAWA R C S S	24701	24774	24605	26	3	598	24	6	65	47	14	5	35	8	136		3	970	25	945	766
P	463961	LONDON B OF E	28814	28973	28799	17	7	559	32	2	83	27	3	2	9	61	56		3	861	9	852	710
P	643191	HAMILTON B OF	30980	31052	30977	18	5	575	31	1	108	21	2	1	6	14	81	39	5	907	24	883	731
R	753612	METRO TORONTO	80037	80312	79931	20	3	596	25		75	26	9	1	19	54	58	136		1022	149	873	727
P	754851	THE METROPOLIT	240150	240374	240079	23	4	650	31	6	108	44	7	1	12	34	130	1	11	1062	20	1042	823

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE 61

A. D. E. PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

									ATT			OTH	NON				PROV.MUN					ACT
BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	HLTH FOOD	PLNT OP	PLNT MAIN	OP EXP	OP EXP	TRAN	CAP EXP	DEBT CHGS	FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ORD EXP
810194	HALIBURTON COU	695	601	597	37	5	959		79	156		4		171		44		6	1461	84	1377	1164
970124	PRINCE EDWARD	1785	1438	1438	34		887	8	37	109	17	4		99		61		3	1259	40	1219	1079
710134	DUFFERIN COUNT	1799	1973	1725	34		905	16		96	30			97	93	99		5	1375	10	1365	1014
940134	LENNOX & ADDIN	2249	2420	2240	33	3	964	22	40	110	31	10	4	125	4	137		2	1485	50	1435	1160
610184	HALDIMAND COUN	2616	2690	2615	25		934	12		124	61	5		76	2	105	20	1	1365	15	1350	1130
830204	VICTORIA COUNT	2685	2807	2560	25	5	909	17		133	16	7		89	30	115	8	2	1358	10	1348	1102
020114	LANARK COUNTY	3124	3282	3060	26	3	978	35	2	113	17	9	2	75	57	70	28	3	1418	13	1405	1165
520194	BRUCE COUNTY B	3761	3370	3185	26	1	936	25	44	112	58	2		169	95	131		2	1601	49	1552	1139
430104	HURON COUNTY B	4245	4518	4003	18		936	11	1	110	12	5	4	106	9	87		4	1303	7	1296	1084
650134	NORFOLK COUNTY	4269	4126	4087	26		999	14	11	99	27	3	1	66	6	98		3	1353	15	1338	1154
030344	PRESCOTT & RUS	4289	4262	4139	39	2	933	36	24	164	44	8		149	24	167		2	1592	61	1531	1155
410174	ELGIN COUNTY B	4595	4385	4371	25		988	12	9	119	27	4	7	80	9	109	10	4	1403	19	1384	1163
460194	MIDDLESEX COUN	4717	4068	3871	21	1	942	19	1	109	30	3	1	139	60	86		3	1415	16	1399	1130
560144	PERTH COUNTY B	4924	5230	4761	22		892	16	2	89	20	7		87	14	113		3	1265	37	1228	1026
530154	GREY COUNTY B	5396	5360	5158	31	4	970	24	1	105	33	1		102		91	37	2	1401	11	1390	1154
930174	LEEDS & GRENVI	6040	5869	5855	28	16	971	4	8	101	33	5		95	5	100	16	4	1386	16	1370	1140
550184	OXFORD COUNTY	6162	5978	5592	24	2	993	12	1	103	28	3		70	13	65	24	2	1340	8	1332	1140
510124	BRANT COUNTY B	6390	6620	6362	23	3	969	15	13	106	39	6		32	33	81		5	1325	32	1293	1142
960164	PETERBOROUGH C	7051	7398	7024	30		970	6	17	133	28	5	2	66	7	111	11	3	1389	25	1364	1149
040144	RENFREW COUNTY	7294	7769	7286	25	6	967	40	1	125	36	5		95	13	91		1	1405	39	1366	1173
910144	FRONTENAC COUN	7629	7954	7581	24	1	946	24	11	115	27	5	4	60	24	114	33	2	1390	34	1356	1116
440164	KENT COUNTY B	7832	8236	7509	25	11	928	7	1	109	126	1	1	66		67		2	1344	12	1332	1091
640174	WENTWORTH COUN	7847	7361	7356	22		906	10	2	113	29	5	12	78	4	98		6	1285	16	1269	1112

SECONDARY COUNTIES

SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION — SCHEDULE F1

A. D. F. — PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV.MUN FOR RES	PROV.MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
920104	HASTINGS COUNT	8008	8814	7869	25	8	960	16	5	136	32	5	9	68	60	88	21	2	1435	12	1423	1170
580174	WELLINGTON COU	8039	7904	7785	20	5	942	21	4	116	27	3		56	32	102	7	3	1338	19	1319	1084
950104	NORTHUMBERLAND	8121	7591	7564	19	8	930	7	12	118	36	11		80	4	156	18	1	1400	10	1390	1122
420134	ESSEX COUNTY B	8440	8428	8208	26	1	931	16	11	117	15	4		88	126	64	20	4	1423	20	1403	1085
050374	STORMNT DNDAS	8748	8939	8646	38	3	958	32	16	112	26	8		91	17	73	30	3	1407	31	1376	1153
450124	LAMBTON COUNTY	9431	9085	8992	25	1	952	16	9	126	34	2	3	73	43	78		6	1368	15	1353	1144
620144	LINCOLN COUNTY	12799	12690	12674	21	13	981	74	5	110	23	10		38	11	110	11	4	1411	18	1393	1189
740124	SIMCOE COUNTY	13159	13814	13124	23	3	947	6	2	122	29	1		67	36	120	8	5	1369	19	1350	1114
010314	CARLETON B OF	13730	12088	12014	24	6	984	23	1	136	27	3	16	98	50	235		16	1619	20	1599	1211
840184	YORK COUNTY B	14475	14592	14466	22	4	961	21	12	119	42	11	3	50	4	149	31	6	1435	30	1405	1150
620304	NIAGARA SOUTH	14745	14653	14725	20	7	1014	20	1	122	29	5	4	31	23	130	34	7	1447	14	1433	1195
820314	ONTARIO COUNTY	15392	15132	14968	21	1	955	4	4	136	24	1	16	41	45	129	89	6	1472	83	1389	1124
570104	WATERLOO COUNT	16218	16821	16217	24	4	954	23	13	119	36	5	8	32	1	128	31	5	1383	33	1350	1150
720104	HALTON COUNTY	17988	17985	17941	18	2	919	25	8	101	22	1	6	25	8	111	8	6	1260	21	1239	1078
730244	PEEL COUNTY B	22876	22639	22616	20	6	982	10	5	114	36	10	2	33	43	154		10	1425	38	1387	1155

A. D. E.

PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

									ATT			OTH	NON				PROV.MUN					ACT
BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	HLTH FOOD	PLNT OP	PLNT MAIN	OP EXP	OP EXP	TRAN	CAP EXP	DEBT CHGS	FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ORD EXP
210404	HORNEPAYNE B O	136	95	95	71		743			77	61			211		93	64	7	1327		1327	1080
260184	CHAPLEAU B OF	418	420	416	42	3	888	19	1	103	7	1		76	21	57	24	2	1244	18	1226	1043
110614	RED LAKE B OF	471	479	468	33		934	18		149	22	18		190		25	13	11	1413	56	1357	1084
130304	GERALTON B OF	488	648	488	64	5	923	39	88	168		25		113	25	129	22	3	1604	132	1472	1164
130724	NIPIGON-RED RO	496	521	495	55	5	1039	10	56	122	57	3		110		178	81	7	1723	76	1647	1251
210594	MICHIPICOTEN B	536	566	534	51	1	965	28	1	56	82	3		72		362	75	4	1700	11	1689	1175
120174	ATIKOKAN B OF	615	616	614	36	2	1099	30		73	67		1	20	10	157	52	1	1548	38	1510	1272
220124	MANITOULIN B O	627	950	621	61		948	75	1	105	30	2		301			16	3	1542	166	1376	1064
310384	HEARST B OF E	732	781	732	66		966	55	18	124	89	32		102		52		1	1505	36	1469	1291
210324	CENTRAL ALGOMA	757	747	744	38		1052	14		192	17	17		154	17	244		1	1746	1	1745	1306
130644	LAKE SUPERIOR	955	992	953	59		1148	44	1	144	41	63		54		207	63	12	1836	88	1748	1366
260344	ESPANOLA B OF	1004	1137	1004	53		1013	35	2	149	10	24		107	9	101	24	2	1529	37	1492	1236
340374	WEST PARRY SOU	1325	1353	1304	30	3	1077			125	30	2		141	1	27		3	1439	18	1421	1235
340104	EAST PARRY SOU	1473	1220	1218	42		901	20	3	127		7	3	273	1	60	14		1451	13	1438	1120
120334	FORT FRANCES-R	1508	1648	1508	38	3	990	21	33	151	14	1		84		137		1	1473	52	1421	1179
110374	DRYDEN B OF E	1595	1681	1591	42	2	923	16	6	134	54	15	1	81	16	84	69	3	1446	34	1412	1145
110454	KENORA B OF E	1612	1671	1612	35	2	1057	30	2	106	66	10		56	2	26		1	1393	33	1360	1256
210674	NORTH SHORE B	1635	1666	1629	42		1180		37	202				90		110	41	7	1709	36	1673	1381
350174	KIRKLAND LAKE	1722	1746	1719	54		978	25	1	33	96	7		65		12	17	3	1291	12	1279	1170
310114	COCHRANE IROQU	1777	1767	1764	46		1062	27	1	149	27	10		96	25	158	6	1	1608	17	1591	1299
310464	KAPUSKASING B	2141	2277	2140	50		1089	35	2	134	26	7	6	119	40	151		7	1666	27	1639	1298
350334	TIMISKAMING B	2546	2552	2537	36		1066	36	21	107	32	8		160	1	78		3	1550	30	1520	1261
320184	MUSKOKA B OF E	2554	2534	2461	32		997	41	41	151		12		119	193	62			1648	49	1599	1200

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SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE B1

A. D. E. PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

									ATT			OTH	NON				PROV.MUN					ACT
BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	HLTH FOOD	PLNT OP	PLNT MAIN	OP EXP	OP EXP	TRAN	CAP EXP	DEBT CHGS	FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ORD EXP
310544	TIMMINS B OF E	3598	3755	3596	46	5	1011	59	4	147	25	12	3	44	43	130	2	2	1533	31	1502	1269
210754	SAULT STE MARI	6596	6711	6591	30	13	1016	14	24	138	31	4	1	36	11	154		3	1475	37	1438	1214
330144	NIPISSING B OF	6794	7308	6785	35		1029	16	1	121	20	4		68	7	87		2	1390	12	1378	1204
130484	LAKEHEAD B OF	9342	9513	9340	24	10	983	13	25	127	46	2		32	25	80	11	3	1381	39	1342	1182
260424	SUDBURY B OF E	15087	15202	15040	26	8	1004	29	2	143	37	6	1	83	34	129		4	1506	21	1485	1219

SURVEY OF SCHOOL BOARD 1973 FINANCIAL STATEMENTS, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE B1

A. D. E. PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

BOARD NO.	BOARD NAME	TOT RES	PUP IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV.MUN FOR RES	CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
420724	WINDSOR B OF E	13120	13157	13119	29	8	985	20	1	176	43	1	1	5	55	112		6	1442	18	1424	1231
463964	LONDON B OF E	16315	17324	16314	27	11	1046	28	2	134	24	5	3	26	61	91		4	1462	22	1440	1240
643194	HAMILTON B OF	19159	19511	19151	30	13	1018	39	6	170	22	8	2	11	17	168	76	9	1589	47	1542	1233
010744	OTTAWA B OF E	25700	27906	25644	26	10	1094	42	38	157	28	1	5	18	126	149		10	1704	47	1657	1295
754854	THE METROPOLIT	135124	135401	135119	35	9	1058	40	16	166	63	6	2	11	71	115		13	1605	28	1577	1308

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE A1

ELEMENTARY COUNTIES A.D.E PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

	BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
P	03034	PRESCOTT & RUS	1229	1001	1001	47	1	584	20	23	104	12	6		207	22	176		2	1204	10	1194	771
P	81019	HALIBURTON COU	1564	1610	1546	24	5	590	8	1	146		2	1	137		150		2	1066	2	1064	769
R	41114	ELGIN COUNTY R	1774	1768	1732	31		542	11	1	91	25	9		63	126	108	39		1046	128	918	719
R	55115	OXFORD COUNTY	2124	2076	2025	44		565	7		93	20	7		78		112			926	5	921	716
R	61115	HALDIMAND-NORF	2632	2673	2598	27		505			71	10	4		118	13	123	3	1	875	10	865	613
R	52116	BRUCE-GREY COU	2983	2943	2934	42	1	559	22		76	28	5	1	120	15	106	3		978	2	976	720
R	56120	HURON-PERTH CO	2991	3064	2986	35	1	590	10		84	19	8		109	3	103			962	3	959	742
R	93106	LANARK-LEEDS G	3026	3018	3015	38		583	10		117		6		63	12	108			937		937	748
P	97012	PRINCE EDWARD	3320	3320	3320	25		561	7		92	17	3		93		111		1	910		910	697
P	51110	BRANT COUNTY R	3385	3423	3381	24		529	7	1	79	17	14		27	11	109		1	819	1	818	665
R	92100	HASTINGS PRINC	3837	3913	3836	31	1	591	4	1	100	32	7		91	6	79	2	1	946	4	942	745
R	91103	FRNTNAC-LNNX A	4019	4019	4011	34	1	599	14	1	82	20	8	1	49	11	85		1	906	4	902	755
P	71013	DUFFERIN COUNT	4554	4458	4454	28		601	16	1	59	28			69	29	66		2	899	4	895	742
R	45110	LAMBTON COUNTY	4780	4696	4683	29	1	565	32		86	23		9	73	20	95			933	3	930	742
P	61018	HALDIMAND COUN	4811	4864	4810	17		502	20		78	25	1		66	41	99		2	851	11	840	635
R	58114	WELLINGTON COU	4837	4856	4818	35		550	22		89	32	5		36		102	6	1	878	1	877	725
P	02011	LANARK COUNTY	5232	5322	5227	19		578	38	2	88	12	7	1	85	32	105	15	3	985	4	981	737
P	94013	LENNOX & ADDIN	5337	5449	5329	21		593	18	5	93	32	5	2	85	2	124			980	5	975	761
R	84107	YORK COUNTY R	5421	5287	5149	30	1	588	22	1	78	24	6	2	78	17	132		1	980	5	975	743
R	74101	SIMCOE COUNTY	5482	5553	5430	22		555	9		91		5	1	85	14	106	9	1	898		898	679
R	44113	KENT COUNTY R	5567	5666	5566	25		587	7		77	26	4		56	10	101	11		904	6	898	712
P	83020	VICTORIA COUNT	5793	5816	5698	16		501	11		70	19	4		87	7	75		1	791	3	788	617
R	96105	P'BORO VICTORI	6207	6132	6106	30	2	572	28		83	28	4	1	63	3	63		1	878	18	860	729

P = Public, R = R.C.S.S.

ELEMENTARY COUNTIES A.D.E PER PUPIL EXPENDITURE AND MISCELLANECUS REVENUE

	BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
R	04103	RENFREW COUNTY	6286	6330	6256	30		625	14		86	29	8		81		106			979	14	965	776
P	52019	BRUCE COUNTY B	6983	7289	6920	18		559	19	5	86	41	1		104	38	75		1	947	17	930	708
P	65013	NORFOLK COUNTY	7132	7144	7132	17		549	12		61	24	6		57	10	75		1	812	3	809	663
P	05037	STORMNT DNDAS	7570	7682	7568	30	2	630	17	1	88	32	7		90	16	86		1	1000	18	982	788
P	43010	HURON COUNTY B	7660	7647	7636	13		565	15		65	23	3		70	37	72		2	865	1	864	681
R	03107	PRESCOTT & RUS	7685	7670	7654	30		604	11	3	78	27	4		71		96	13		937	3	934	755
R	62111	LINCOLN COUNTY	7727	7898	7692	22		589	14		89	23			51		108		1	897		897	741
R	72109	HALTON COUNTY	7754	7740	7728	24	1	532	8	1	70	21	3		38	22	110			830	2	828	653
R	82112	THE DURHAM REG R	8200	8190	8156	24	1	601	8	2	86	27	5		28		104	2		888	1	887	744
P	46019	MIDDLESEX COUN	8323	8521	8320	24		548	6	1	78	20	1	2	93	52	76			901	6	895	681
P	04014	RENFREW COUNTY	8493	8471	8466	16	2	631	31		105	28	7		96	41	85		4	1046	5	1041	814
P	56014	PERTH COUNTY B	8951	8951	8951	15		515	13	1	63	24	4		62	7	85		2	791	3	788	626
P	41017	ELGIN COUNTY B	9263	9266	9259	17		579	4	1	68	23	3	1	62	26	93		2	879	5	874	686
R	42110	ESSEX COUNTY R	9710	9697	9697	26	1	586	14		106		2	1	56	7	106		1	906	1	905	732
R	05100	STORMNT DNDAS	9759	9783	9701	29	5	629	33	2	103	15	4		60	17	77		1	975	12	963	810
P	53015	GREY COUNTY B	10243	10144	10009	21	1	603	17	1	71	24	3		93	4	87		2	927		927	736
R	46116	MIDDLESEX COUN	10457	10411	10367	23	1	580	10		87	31	4		36	19	150	7		948	1	947	735
P	42013	ESSEX COUNTY B	10574	10600	10570	17		581	7		104	24	6		76	25	119	5	5	969	2	967	725
P	93017	LEEDS & GRENVI	10592	10511	10501	20		597	13	1	79	30	9		84	23	70		3	929	1	928	737
P	55018	OXFORD COUNTY	11495	11504	11484	13		569	6		69	25	1		57	47	63		1	851	4	847	676
R	62138	WELLAND COUNTY	11583	11405	11381	27	1	616	14		79	23	10	1	46	7	113		1	938	4	934	751
P	96016	PETERBOROUGH C	11970	11963	11864	18		600	17	1	80	32	2	2	53	36	63		2	906	11	895	741
P	51012	BRANT COUNTY B	12067	12071	12062	16		551	24		74	55	4		24	49	51	7	4	859	3	856	717

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SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION

SCHEDULE A1

ELEMENTARY COUNTIES — A.D.E — PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

	BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORC EXP
P	44016	KENT COUNTY B	12200	12439	12173	17	2	589	17	2	72	39	3	1	55	28	61		2	888	4	884	721
P	91014	FRONTENAC COUN	12340	12260	12254	20	1	600	18	2	91	28	6	11	46	48	81		4	956	13	943	752
P	64017	WENTWORTH COUN	13285	13322	13265	14		567	10	1	100	21	2	1	53	35	88	4	2	898	1	897	712
P	92010	HASTINGS COUNT	13340	13348	13332	17	2	586	35	1	95	36	5	2	56	49	77		3	964	7	957	771
R	01104	CARLETON R C S	13696	13820	13650	37	1	613	31		80	27	3		100	4	161			1057	8	1049	769
P	95010	NORTHUMBERLAND	13877	13872	13844	16	3	562	10	1	90	37	5		72	9	80		2	887		887	718
P	45012	LAMBTON COUNTY	14301	14325	14292	18		593	19	2	95	29	1		57	26	73	5	1	919	3	916	735
R	73148	DUFFERIN-PEEL	14630	14554	14516	25	1	582	29		82	14	3		47	19	115			917	4	913	727
P	58017	WELLINGTON COU	14708	14707	14668	19		552	24	2	66	23	4		53	28	72	8	1	852	3	849	702
R	57134	WATERLOO COUNT	16704	16239	16200	23		582	10		87	30	3		22	4	98	4	1	864	2	862	724
P	62014	LINCOLN COUNTY	20610	20681	20606	14	2	622	32		85	21	5		28	25	69		3	906	6	900	767
P	62030	NIAGARA SOUTH	21072	21081	21061	14	1	636	18	1	94	28	1	1	29	18	81		7	929	6	923	780
P	64114	WENTWORTH COUN	22251	22208	22196	34	1	586	12	2	97	28	1		24	5	108		1	899	4	895	753
P	01031	CARLETON B OF	22427	22605	22328	22	1	647	14		99	20		4	67	30	141	4	5	1054	3	1051	789
P	74012	SIMCOE COUNTY	26574	26905	26573	14	2	549	4	1	84	47	1	8	59	49	82	4	1	905	5	900	705
P	84018	YORK COUNTY B	28538	28744	28534	18	3	587	25	1	86	41	4		42	8	99		5	919	3	916	758
P	82031	THE DURHAM B OF E	29875	30063	29858	14		566	6	1	85	23	1		25	56	75		3	855	2	853	690
P	57010	WATERLOO COUNT	30568	30657	30557	18	3	623	23	2	80	28	3	4	31	18	92	16	3	944	7	937	772
P	72010	HALTON COUNTY	31007	31031	30997	11		591	17	1	80	18		3	23	3	99		4	850	4	846	710
P	73024	PEEL COUNTY B	48252	48247	48227	18	2	614	16	2	85	22	5	2	19	13	125		3	926	8	918	752

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION

SCHEDULE A1

ELEMENTARY DISTRICTS			A.D.E		PER PUPIL EXPENDITURE AND MISCELLANECUS REVENUE																			
	BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
P	31038	HEARST B OF E	222	330	222	47		663	21	12	133	37	12		124		196		5	1250	97	1153	880
P	21040	HORNEPAYNE B O	258	263	258	38		585	2	6	120	33					236	9	2	1031		1031	778
P	26018	CHAPLEAU B OF	367	415	367	51		643	24	2	147	13	7		84		165	54		1190	10	1180	887
R	13145	SCHREIBER-TERR	421	427	421	49		664	14		77	47	5	44			123			1023		1023	852
R	11100	DRYDEN DIST R	435	471	435	49		570	2		113		46		46	4	141			971	3	968	782
R	12106	FORT FRANCES R	452	625	443	71		673	3		96	59		12	66		36	7		1023	23	1000	909
P	13030	GERALTON B OF	613	621	613	40		646	20	1	133		19		36		97	10	5	1007	18	989	844
R	21105	MICHIPICOTEN D	614	711	614	57	2	574	19	1	85	45	1		40		112			936	22	914	783
P	21059	MICHIPICOTEN B	619	570	568	100	2	597	9	1	61	5			78		32		1	886	123	763	659
P	13072	NIPIGON-RED RO	640	651	640	37		668	11	4	104	64	2		95		103	39	9	1136	4	1132	860
P	13102	GERALDTON DIST	653	780	653	40		616	59		87	8	23	1	34		83	15		966	13	953	838
P	31046	KAPUSKASING B	798	828	798	34		688	19		103	16	4		114		44		3	1025		1025	856
R	11134	KENORA DISTRIC	924	1224	924	54	1	639	45	19	101	79	12	2	119	65	114		1	1251	122	1129	872
P	12017	ATIKOKAN B OF	929	929	929	32		718	33		60	52			44		47	16	3	1005		1005	867
P	26034	ESPANOLA B OF	1136	1227	1136	36		643	14	1	156	14	1		105	18	123		2	1113	23	1090	818
P	13064	LAKE SUPERIOR	1147	1165	1146	50		657	21	1	106	84	34		30		135	52		1170	37	1133	876
P	22012	MANITOULIN B O	1199	1267	1199	47		637			86	19			121		102	8		1020		1020	786
R	31173	HEARST DISTRIC	1616	1618	1612	54		606	29	7	102	32	26		69		110		1	1036	3	1033	854
R	35114	KIRKLAND LAKE	1627	1638	1621	52	1	681	12	1	96	27	9		43	5	100	6	2	1035	5	1030	862
P	21032	CENTRAL ALGOMA	1649	1657	1647	36	2	669	12	2	94	21	4		123		93			1056	2	1054	845
P	21067	NORTH SHORE B	1727	1737	1727	32		730			127		13		64	26	167	58	9	1226		1226	881
P	31011	COCHRANE IROQU	1754	1758	1754	33		705	12	1	118	16	9		132		80		2	1108	2	1106	886
P	35017	KIRKLAND LAKE	1946	1946	1946	39		703		2	51	97	8		38	9	35	26	4	1012		1012	896

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION

ELEMENTARY DISTRICTS — A.D.E — PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

	BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
R	31119	COCHRANE-IROQ	2033	2069	2033	54		649	26		101	33	9	1	79		106		2	1060	1	1059	866
R	35122	TIMISKAMING DI	2118	2124	2109	32		650	24	3	102	44	15		106	6	169	3		1154		1154	875
P	11045	KENORA B OF E	2186	2294	2186	25		696	45	2	93	42	6	8	74	42	51	46	2	1132	14	1118	889
P	12033	FORT FRANCES-R	2346	2512	2346	30		656	8		118	34	2		121		73	21	2	1065	34	1031	825
P	34037	WEST PARRY SOU	2525	2642	2515	24	1	657		1	94	36	4	7	116		62		2	1004	29	975	809
P	35033	TIMISKAMING B	2993	3023	2990	23		612	25	1	87	29	4		117	25	55		3	981		981	786
P	31054	TIMMINS B OF E	3001	2997	2997	29		708	18	3	91	40	13		49	65	91		5	1112	42	1070	881
R	21113	NORTH SHORE DI	3039	3261	3036	42		625	36	1	100	39	8		64		156	16	1	1088	12	1076	828
P	34010	EAST PARRY SOU	3059	3136	3058	21		599	20	3	109	17	4		114	5	91			987	3	984	752
P	11037	DRYDEN B OF E	3299	3601	3299	33		633	15	1	87	33	7	1	80	36	88	36	1	1051	10	1041	803
R	31135	KAPUSKASING DI	3519	3517	3517	43		647	21		146		4	1	72		91	6	1	1032		1032	857
P	32018	MUSKOKA B OF E	5000	5005	4955	23		625	18		134		7		114	41	88			1050	1	1049	796
R	31151	TIMMINS DISTRI	4981	4981	4981	36		640	28	3	75	51	6		48	9	56	18	1	971	2	969	829
R	13129	LAKEHEAD DISTR	6245	6453	6242	33		608	27	2	98	38	7	2	38	14	104	5		976	14	962	812
P	33014	NIPISSING B OF	6429	6315	6295	33	1	604	15		81	45	32		55	25	97		4	992	5	987	798
R	21121	SAULT STE MARI	7260	7282	7246	32	1	592	35	5	98	42	12	1	26	9	100	32	1	986	23	963	782
R	33111	NIPISSING DIST	9299	9408	9274	31		647	12		93	46	6	2	63	11	129		1	1041	4	1037	831
P	21075	SAULT STE MARI	9389	9495	9389	20	3	628	26	1	101	36	5		33	38	90	37	2	1020	8	1012	803
P	13043	LAKEHEAD B OF	12972	12995	12969	16	2	656	14		96	34	3		47	48	76	15	3	1010	14	996	820
P	26042	SUDBURY B OF E	13728	13797	13653	16	2	684	14	2	115	39	1	1	66	46	79		4	1069	8	1061	848
R	26115	SUDBURY DISTRI	22764	22830	22748	19	1	611	21		116	60			74	1	126			1029	4	1025	824

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE A1

ELEMENTARY DEFINED CITIES A.D.E PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

	BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
P	42072	WINDSOR B OF E	16209	16203	16191	19	7	638	16	1	134	42			14	15	53		5	944	9	935	847
R	42315	WINDSOR R C S	18494	18490	18486	18	1	606	30	1	103	25	4	1	16	9	109			923	2	921	781
P	01074	OTTAWA B OF E	21090	21234	21036	19		775	34	5	130	36	1	2	37	97	91		19	1246	18	1228	955
R	01171	OTTAWA R C S S	23245	23346	23192	28	2	681	27	6	79	39	19	7	41	35	146		3	1113	99	1014	845
P	46396	LONDON B OF E	28137	28303	28133	19	6	632	36	2	89	37			10	61	56	7	4	959	6	953	799
P	64319	HAMILTON B OF	29881	30136	29879	19	5	646	32	1	123	21	3	1	8	29	80	33	4	1005	22	983	829
R	75361	METRO TORONTO	83112	83336	83018	23	4	646	22		91	25	5	1	25	34	61			937	11	926	782
P	75485	THE METROPOLIT	229311	229405	229149	24	3	722	33	5	117	54	22		15	21	128	22	12	1178	4	1174	930

P = Public, R = R.C.S.S.

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE A1

SECONDARY COUNTIES A.D.E PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
81019	HALIBURTON COU	718	634	622	36	7	1004	11	79	170		3		149		44		3	1506	59	1447	1250
97012	PRINCE EDWARD	1758	1424	1424	38		982	7	39	139	12	5		106		61		1	1390	33	1357	1216
71013	DUFFERIN COUNT	1926	2086	1853	42		1069	22	2	105	46			94	72	85		5	1542	5	1537	1304
94013	LENNOX & ADDIN	2320	2496	2312	33	3	1032	25	42	131	61	12		131	27	133			1630	46	1584	1290
61018	HALDIMAND COUN	2552	2827	2552	29		1029	14	1	138	61	4		83	20	108		3	1490	4	1486	1271
83020	VICTORIA COUNT	2891	2780	2731	27	5	1002	18		158	42	7		110	14	116	7	1	1507	5	1502	1256
02011	LANARK COUNTY	3137	3277	3070	32	3	1071	39	2	122	15	9	2	80	54	107	32	4	1572	8	1564	1282
52019	BRUCE COUNTY B	3711	3388	3216	31	1	1039	24	45	128	57	2		185	95	140		2	1749	76	1673	1264
65013	NORFOLK COUNTY	4215	4054	4029	31		1098	14	12	102	32	11	1	72	32	101		2	1508	8	1500	1275
43010	HURON COUNTY B	4218	4406	3978	21		1034	15	1	123	16	6		116		89		3	1424	2	1422	1202
03034	PRESCOTT & RUS	4264	4217	4133	53	2	1018	45	3	164	45	6	2	144		201	47	2	1732	16	1716	1322
41017	ELGIN COUNTY B	4576	4375	4368	27	13	1058	2	10	135	31	6		86	21	111		3	1503	7	1496	1267
46019	MIDDLESEX COUN	4841	4205	4022	23	1	1008	22	2	124	27	1	4	143	117	108			1580	10	1570	1227
56014	PERTH COUNTY B	4962	5245	4803	24		1007	19	1	98	22	10		94	17	110		3	1405	20	1385	1173
53015	GREY COUNTY B	5343	5311	5123	30	2	1092	25	1	124	22	1		113		85		3	1498		1498	1285
93017	LEEDS & GRENVI	6052	5891	5876	33	24	1070	5	1	124	29	13	2	104	20	101		5	1531	12	1519	1282
51012	BRANT COUNTY B	6180	6419	6172	26	4	1074	17	14	121	47	6		38	19	83	7	7	1463	23	1440	1285
55018	OXFORD COUNTY	6211	6018	5637	26	1	1077	12		119	38	3		77	54	59		3	1469	5	1464	1254
04014	RENFREW COUNTY	7106	7607	7094	27	19	1033	43	1	145	37	6		109	42	92		4	1558	33	1525	1290
95010	NORTHUMBERLAND	7263	7289	7233	20	15	1033	8	12	143	39	8		92	7	161	7	3	1548	12	1536	1256
96016	PETERBOROUGH C	7508	7604	7442	35		1059	13	17	150	35	5	3	84	67	109		2	1579	22	1557	1292
91014	FRONTENAC COUN	7651	7971	7602	30	1	1058	34	13	133	34	5	13	63	60	99		4	1547	12	1535	1272
44016	KENT COUNTY B	7672	8079	7368	29	12	1029	12	1	124	45	4	1	71	41	62		3	1434	10	1424	1237

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION

SCHEDULE A1

SECONDARY COUNTIES

BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
		A.D.E			PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE																	
64017	WENTWORTH COUN	7691	7206	7191	27		1025	13	2	133	39	6	6	88		96	7	3	1445	7	1438	1274
92010	HASTINGS COUNT	7928	8711	7778	28	8	1044	19	6	152	38	8	4	79	79	94		4	1563	16	1547	1290
58017	WELLINGTON COU	7933	8073	7829	31	6	1018	28	6	126	37	3		65	19	100	16	3	1458	5	1453	1276
42013	ESSEX COUNTY B	8541	8540	8280	30	1	1022	13	11	121	25	5		90	70	73	6	6	1473	17	1456	1192
05037	STORMNT DNDAS	8606	8818	8542	41	4	1105	36	17	150	37	10		95	14	106		2	1617	27	1590	1326
45012	LAMBTON COUNTY	9130	8784	8687	30	2	1056	19	11	142	41	2	1	79	34	90	7	1	1515	14	1501	1295
62014	LINCOLN COUNTY	12791	12723	12682	24	10	1078	62	5	121	25	8		45	12	116		4	1510	13	1497	1292
74012	SIMCOE COUNTY	13984	14327	13955	24	3	1048	5	2	133	37	1	14	76	20	121	7	2	1493	23	1470	1254
01031	CARLETON B OF	14431	12836	12709	25	6	1113	15		159	20		10	110	32	239	7	7	1743	9	1734	1346
62030	NIAGARA SOUTH	14513	14621	14494	23	5	1119	24	1	144	36	5	3	33	10	139		8	1550	10	1540	1336
84018	YORK COUNTY B	14716	14833	14708	24	4	979	23	13	141	42	12	3	56	1	151		8	1457	22	1435	1194
82031	THE DURHAM B OF E	15150	15435	15049	22	3	1030	5	4	151	33	1		45	6	123	3	6	1432	6	1426	1241
57010	WATERLOO COUNT	16333	16933	16333	29	4	1071	31	15	125	40	5	6	36	15	128	31	4	1540	27	1513	1290
72010	HALTON COUNTY	18653	18687	18613	19	1	1016	28	8	116	26	1	5	27	3	124		6	1380	17	1363	1197
73024	PEEL COUNTY B	24264	24022	24000	31	3	1115	8	4	119	37	8	2	43	10	148		4	1532	26	1506	1284

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION

SCHEDULE A1

SECONDARY DISTRICTS		A.D.E		PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE																		
BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
21040	HORNEPAYNE B O	144	109	109	89		802	18		89	161			243		82	25	3	1512		1512	1164
26018	CHAPLEAU B OF	399	400	396	67	4	1047	19	1	132	14	2		96	17	63	45		1507	1	1506	1282
13072	NIPIGON-RED RO	467	467	467	62	6	1227	15	70	148	67	22		128		188	64	9	2006	77	1929	1464
13030	GERALTON B OF	532	703	532	64	4	993	47	95	174		47		122		120	20	5	1691	105	1586	1295
21059	MICHIPICOTEN B	583	609	581	57	2	1030	37		147	10			91		335	15	1	1725	5	1720	1266
12017	ATIKOKAN B OF	605	606	604	48	3	1225	34		88	65			33		158	25	3	1682		1682	1415
22012	MANITOULIN B O	618	916	613	79		1127	98	1	105	58			308			16		1792	120	1672	1330
31038	HEARST B OF E	722	761	722	78		1113	59	22	140	60	18		127		54	69	1	1741	13	1728	1446
21032	CENTRAL ALGOMA	765	766	762	59	4	1123	32	4	163	29	8	1	201		248	26		1898	2	1896	1417
13064	LAKE SUPERIOR	929	962	927	63		1295	70	1	166	82	76		72	31	235	65		2156	106	2050	1576
26034	ESPANOLA B OF	984	1032	984	64		1249	43	3	186	23	5		116	32	112		2	1835	21	1814	1427
34037	WEST PARRY SOU	1313	1346	1291	32	4	1184			148	40	6		164		27	23	3	1631	13	1618	1390
12033	FORT FRANCES-R	1449	1618	1449	45	5	1118	21	36	155	33	6		104		152	52	3	1730	41	1689	1375
34010	EAST PARRY SOU	1493	1230	1227	52		983	30	3	192	8	7	4	271		59			1609	8	1601	1258
21067	NORTH SHORE B	1591	1620	1585	50		1325		30	188		15		88	37	124	25	10	1892	27	1865	1516
11045	KENORA B OF E	1599	1643	1599	40	2	1159	41	1	121	56	10		69	9	27	63	1	1599	5	1594	1408
11037	DRYDEN B OF E	1604	1708	1602	54	3	1093	29	6	146	30	11	1	102	12	80		1	1568	7	1561	1364
35017	KIRKLAND LAKE	1624	1639	1624	64		1105	31	2	50	123	11		74	21	48	31	4	1564	2	1562	1386
31011	COCHRANE IROQU	1740	1734	1732	54		1203	40	1	181	14	16		112		161		3	1785	10	1775	1489
31046	KAPUSKASING B	2233	2361	2232	54		1155	38	1	155	43	7	6	130	2	136		5	1732	17	1715	1414
32018	MUSKOKA B OF E	2549	2541	2469	37		1095	46	2	171		21		138	195	73			1778	3	1775	1353
35033	TIMISKAMING B	2583	2612	2572	38		1150	33	34	117	32	30		163		83		4	1684	33	1651	1419
31054	TIMMINS B OF E	3522	3677	3522	47	9	1095	72	5	160	28	30	5	50	60	133		4	1698	38	1660	1402

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION SCHEDULE A1

SECONDARY DISTRICTS A.D.E PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
21075	SAULT STE MARI	6647	6786	6646	35	14	1114	16	33	170	27	8		35	20	155	33	4	1664	37	1627	1373
33014	NIPISSING B OF	6845	7348	6844	54	1	1112	24		133	37	49		92	45	112	29	4	1692	18	1674	1399
13048	LAKEHEAD B OF	9234	9380	9230	24	15	1107	15	28	139	55	5		36	56	92	22	3	1597	46	1551	1351
26042	SUDBURY B OF E	15120	15246	15074	29	11	1128	35	2	165	39	7	1	90	55	134		4	1700	8	1692	1393

SURVEY OF SCHOOL BOARD 1974 ESTIMATES, COMPARATIVE PER PUPIL COSTS BY EXPENDITURE FUNCTION

SCHEDULE A1

SECONDARY DEFINED CITIES A.D.E PER PUPIL EXPENDITURE AND MISCELLANEOUS REVENUE

BOARD NO.	BOARD NAME	TOTAL RES	PUPILS IN SCHOOL	RES INT	BUS ADM	COMP SERV	INST	EDUC SERV	ATT HLTH FOOD	PLNT OP	PLNT MAIN	OTH OP EXP	NON OP EXP	TRAN	CAP EXP	DEBT CHGS	PROV FOR RES	MUN CHG BCK	TOT EXP	MISC REV	NET EXP	ACT ORD EXP
42072	WINDSOR B OF E	12626	12656	12626	33	13	1099	19	1	189	52	2	1	6	20	116		6	1557	17	1540	1379
46396	LONDON B OF E	16378	17379	16377	31	10	1153	31	3	149	39			28	4	92	12	5	1557	27	1530	1381
64319	HAMILTON B OF	18671	19166	18665	33	16	1115	43	7	195	21	10	2	14	54	171	48	7	1736	40	1696	1375
01074	OTTAWA B OF E	24867	27228	24807	30	12	1206	49	25	175	31	1	7	18	98	161		14	1827	43	1784	1440
75485	THE METROPOLIT	135329	135297	135015	37	9	1146	43	17	178	74	31		11	18	113	63	15	1755	20	1735	1442

Ministry
of
Education
rio

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 27

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: MINISTRY SUMMER COURSES,
SEMINARS, AND WORKSHOPS, 1975

1. Please bring this information to the attention of all teachers.

2. If the number of qualified applicants is sufficient, the following courses, seminars, and workshops will be offered. A number of Ministry credit courses, offered in the past for a period of five weeks (minimum of 125 hours), will be offered on an experimental basis in 1975 for a period of four weeks (minimum of 125 hours).

3. Pour des renseignements sur les cours, séminaires ou ateliers offerts en français, voir la page 4 de ce mémorandum.

COURSES (FOUR AND FIVE-WEEK - Minimum 125 course hours)

Art: See Visual Arts

Community School Development: at Toronto, July 7 - August 1

Elementary School Librarians:
Elementary and Intermediate Part 1 and Part 2 - at Hamilton and Toronto, July 7 - August 1

Environmental Field Studies: at Pembroke, July 7 - August 1

Environmental Field Studies:
in Great Britain, July 1 - August 1 (See Memorandum 1974-75:15)

9713
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French Conversation, Intensive:
at Compton, Quebec, July 7 - August 8

French Elementary Methods (Teaching French to English-speaking pupils in Elementary Schools):
at Toronto, July 7 - August 8

Guidance: (see Note 5, Page 5 and page 3 of this memorandum)

Integrated Arts: at Kingston, August 4 - August 29

Junior Education:
at London and North Bay, July 7 - August 1

(over)

Music:
Vocal (for Elementary Schools) Elementary Type B, Intermediate Type B and Supervisor's - at Toronto (mornings), July 7 - August 8

Vocal (for Secondary Schools) Intermediate Type A, Parts 1 and 2, and Specialist - at Toronto (mornings), July 7 - August 8

Instrumental (for Elementary Schools) Elementary Type B, Intermediate Type B and Supervisor's - at Toronto (afternoons), July 7 - August 8

Instrumental (for Secondary Schools) Intermediate Type A, Parts 1 and 2, and Specialist - at Toronto (afternoons), July 7 - August 8

Physical and Health Education: (See Note 5, Page 5)

Primary Education (Primary Methods):
Parts 1 and 2 - at Hamilton, London (with Junior Education), North Bay (with Junior Education), Ottawa, and Toronto; July 7 - August 1

Primary Education Supervisor's - at Hamilton, July 7 - August 1

Primary Methods: See Primary Education

Principals' Course:
Elementary and Secondary (First Session) Sections - at Laurentian University, Sudbury (bilingual for both English-speaking and French-speaking candidates); Queen's University, Kingston; Seneca College, Toronto; the University of Waterloo, Waterloo; the University of Western Ontario, London; Trent University, Peterborough; July 7 - August 1

Principals' Course:
Secondary Section (Second Session) at Queen's University, Kingston, July 7 - August 1

Reading:
Part 1 - at Cobourg, Thunder Bay and Toronto, July 7 - August 1

Special Education:
Elementary, Intermediate and Specialist - at Ottawa, St. Catharines, Sudbury (bilingual for English-speaking and French-speaking candidates), Toronto, and Windsor July 7 - August 1

Teaching Trainable Retarded Children:
Elementary and Intermediate - at Hamilton, July 7 - August 1

Teaching English as a Second Language:
at Toronto, July 7 - August 8

Teaching French to English-speaking pupils in
Elementary Schools: See French Elementary Methods

Teachers of Native Children: at Thunder Bay,
July 7 - August 1

Visual Arts:
Elementary and Intermediate Part 1 and Part 2 -
at Waterloo and Toronto, July 7 - August 1
Specialist and Supervisor's - at Toronto
July 7 - August 1

SEMINARS AND WORKSHOPS

Art: See Visual Arts

Changing Patterns of Women's Lives: at Toronto,
August 18-22

Community Education:
at Kingston, July 14-18; at Owen Sound, August 18-22;
at Sault Ste. Marie, August 18-22; and at Sudbury,
August 11-15

Environmental Studies - Intermediate and Senior Divisions:
at Guelph, July 7-11; at Ottawa, August 25-29

Family Studies:
Families, Food and Change: at London, August 5-15

The Child in his Family and Culture: at Guelph,
July 7-25

Guidance:
Adlerian Counselling: at London, August 18-22

Career Development: at Ottawa, August 11-15

Enhancing Human Effectiveness: at Eagle Lake
July 7-11

Present Practices and Trends: at Peterborough,
July 7-11

History and Geography Workshop for Intermediate Division:
in Brampton Area, August 11-15

Leadership Seminar for Heads of Departments, Chairpersons,
Consultants, and Coordinators in Elementary and
Secondary Schools: at Waterloo, August 11-15; and
at Peterborough, August 18-22

(over)

Learning Materials: at Timmins, August 18-22

Mathematics, Remedial for the Intermediate Division: at Brantford, July 7-11

Metrication: at Sudbury, August 11-15

Music:

Stringed Instruments Workshop for Elementary and Secondary Schools - Geneva Park, August 24-28

Vocal and General Music in the Primary and Junior Division - at Geneva Park, August 24-28

Vocal and General Music in the Elementary Schools - at Quetico Centre, Atikokan, August 24-28

Native Education: at Roseneath, July 21-25

Seminar for School Attendance Counsellors: at London, July 13-18

Simulation Use and Design Workshop: at St. Catharines, August 18-21

Values and Moral Education: at Toronto, August 25-29

Visual Arts:
at Toronto, July 7-18;
at Waterloo, July 21 - August 1

COURS de 4 semaines (au moins 125 heures)

Education - cycle moyen:
à North Bay, du 7 juillet au 1^{er} août

Education primaire:
à North Bay, du 7 juillet au 1^{er} août

Lecture: à Sudbury, du 7 juillet au 1^{er} août

SEMINAIRES ET ATELIERS

Education Communautaire:
à Sudbury, du 11 au 15 août, inclusivement

La pédagogie de la conversion au système métrique:
à Sudbury, du 11 au 15 août, inclusivement

Séminaire sur la récupération des enfants en difficulté d'apprentissage:
à Elliot Lake, du 18 au 22 août, inclusivement

3. Fees

   (a) The following is the schedule of fees for the 1975 Ministry of Education summer courses:

   for a FIVE-WEEK OR FOUR-WEEK COURSE (MINIMUM OF 125 HOURS) $100.00; A THREE-WEEK COURSE $60.00; A TWO-WEEK COURSE $40.00; A ONE-WEEK COURSE $20.00.

   The fee for the combined Vocal and Instrumental Music Course is $200.00.

   (b) No assurance can be given that applications will be considered if they are received after May 2, 1975.

   (c) A cheque or money order for the required fee, payable to the Treasurer of Ontario, must accompany each application.

4. Prospective applicants will be supplied with further information in Part 1 of the 1975 booklet PROFESSIONAL SUMMER COURSES FOR TEACHERS which, along with application forms, will be mailed to all schools on or about April 1.

5. Programs offered by Faculties of Education, and other courses offered in the French language, will be outlined in Part 2 of the booklet mentioned in No. 4 above.

H K Fisher

H. K. Fisher
Assistant Deputy Minister

February 5, 1975

Ministry
of
Education
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

LIBRARY
FEB 18 1975
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

1974-75: 28

MEMORANDUM TO: DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: The booklet FIRE EVACUATION PROCEDURE
FOR SCHOOLS

This booklet was produced by the office of the Ontario Fire Marshal to assist principals in planning emergency procedures for schools. Since some principals may not have received a copy of this booklet with Memorandum 1974-75:11, dated September 30, 1974, the mailing is being repeated to each school. Principals are asked to review the school's evacuation procedures with the staff to ensure the safety of the students. Local fire prevention officers may be able to assist, if a principal wishes, in establishing fire prevention programs and evacuation procedures.

A French version of the Evacuation Procedure for Schools is being forwarded to French language schools and all other schools with French-speaking students.

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H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

February 5, 1975

cc: Regional Directors of Education

Ministry
of
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

1974-75: 29

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: *ENGLISH STUDIES*

CIRCULAR H.S.1, 1974-75, requires that all students entering a secondary school program after September 1, 1974 complete for their Secondary School Graduation Diploma four credits in courses designated as ENGLISH STUDIES.

In announcing to the Legislature these four mandatory credits in ENGLISH STUDIES, the Minister of Education stated:

> *Our schools must help students to acquire effective communication skills in the English language - to learn how to organize ideas in a logical manner and to communicate with others clearly and effectively in writing and oral speech.*

These are basic expectations for students qualifying for the Secondary School Graduation Diploma. To be designated as ENGLISH STUDIES, courses in English language and literature must satisfy the above expectations. Therefore, a course designated as ENGLISH STUDIES must have as its major purpose the development of the four language skills: reading, writing, listening and speaking. Since a mastery of language is essential to the whole learning process, competence in its use is of paramount importance. Although the formal development of language skills is undertaken mainly by teachers of English, good standards of oral and written expression continue to be the responsibility of every teacher.

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The major purpose of a course in ENGLISH STUDIES is to enable students to communicate their thoughts with clearness, accuracy, and good effect. In the study of grammar, spelling, and punctuation, emphasis should be placed on the functional and effective use of language rather than on the abstract and theoretical application of rules. This statement does not preclude the possibility of a study of the history and growth of the English language, or a study of linguistics, as part of an ENGLISH STUDIES program.

(over)

It is expected that the depth and complexity of courses will increase as students progress in order that at each successive stage language skills will improve. A basic component of a course designated as ENGLISH STUDIES will be sufficient practice in written expression and constructive assistance from the teacher to encourage all students to develop the competence in expression of which they are capable.

The rationale of the following guidelines allows courses to be developed that would satisfy the criteria for ENGLISH STUDIES:

G23-010	Anglais, K-13, 1970
S84-051	Communications and Business Procedures, Senior Division, 1971
S84-010	Correspondence and Spelling RP 31/1963
C71-010	Dramatic Arts, K-13, 1971
I20-040	English, Intermediate Division, 1969
S20-020	English, RPS4/1967
H20-030	English, S4(13)/1968
C74-010	Screen Education, K-13, 1970

Courses in English as a second language would also qualify. Although other guidelines might seem to provide basic themes and content for a course to be designated as ENGLISH STUDIES, it would, in most cases, be difficult to satisfy both the prescribed objectives of these guidelines and the requirements for ENGLISH STUDIES. Experimental course approval should, therefore, be sought for any course in ENGLISH STUDIES developed from guidelines other than those in the above list.

It should be noted that some courses in Canadian literature might be designated as both ENGLISH STUDIES and CANADIAN STUDIES. Individual students, however, may count a credit from such courses as either ENGLISH STUDIES or CANADIAN STUDIES, but not both.

After consultation with staff members, the principal will assume final responsibility for determining the designation of courses. Information regarding such courses should then be made available to students and their parents to help them understand the purposes and expectations of an ENGLISH STUDIES program.

G. H. Waldrum

G. H. Waldrum
Deputy Minister of Education

January 31, 1975

Dept.

Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 31

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THE ONTA
FOR STUDIES IN

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: 1975 SUMMER BURSARY PROGRAM FOR TEACHERS OF FRENCH TO ENGLISH-SPEAKING STUDENTS AND FOR TEACHERS WHO TEACH IN FRENCH LANGUAGE INSTRUCTIONAL UNITS

The Ministry of Colleges and Universities has announced the federally funded 1975 Summer Bursary Program for teachers of French to English-speaking students and for teachers in French Language Instructional Units.

Principals are asked to bring to the attention of all teachers concerned the Conditions of Award and Application Form included with this memorandum in the mailing to schools, and the final date for applications. The completed application form, with certain parts certified by the Principal, must be received by the Ministry of Colleges and Universities by JUNE 2, 1975. Any application received after that date will not be accepted.

It will be noted that more application forms may be obtained from:

Fellowship Section,
Student Awards Branch,
Ministry of Colleges and Universities,
8th Floor, Mowat Block, Queen's Park,
Toronto, Ontario,
M7A 1C6

(Tel. 416-965-5241)

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D. Young
for H. K. Fisher
Assistant Deputy Minister

February 10, 1975

Dept.

Ministry
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 32

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE:
1. CAREER GUIDANCE RESOURCE LITERATURE
2. THE EDUCATION ACT, 1974
   Ref. Copy of Memorandum to Board Chairmen
3. SUMMER OPPORTUNITIES POSTER
4. SCHOLARSHIPS OFFERED TO TEACHERS OF GERMAN
5. ONTARIO IN STATISTICS, 1974 - Brochure from Ministry of Industry and Tourism
6. 1975 TRAVEL BURSARY PROGRAM FOR POST-SECONDARY STUDENTS
7. FELLOWSHIPS FOR SECOND LANGUAGE (FRENCH) STUDY
8. 1975 SUMMER LANGUAGE BURSARY PROGRAM FOR STUDENTS

1. CAREER GUIDANCE RESOURCE LITERATURE (Available from Women's Bureau, Ministry of Labour)

An announcement regarding CAREER GUIDANCE RESOURCE LITERATURE available from the Women's Bureau, Ministry of Labour, is being forwarded to secondary schools and elementary schools with senior grades. Please note that the Women's Bureau will send 5 copies per school of most of the listings without charge, but quantities in excess of 5 per school must be purchased. Requests and orders should be addressed to:

The Women's Bureau,
Ontario Ministry of Labour,
10th Floor, 400 University Ave.,
Toronto, Ontario,
M7A 1T9

2. THE EDUCATION ACT, 1974
Ref. Copy of Memorandum to Board Chairmen
Section 179, page 2 of the Memorandum

A copy of a Memorandum to Chairmen of School Boards was included with Memorandum 1974-75:20 regarding the Education Act, 1974. Sentence 2 of Section 179 should read "Exceptions are provided for a board to determine that certain meetings of committees, including meetings of the committee of the whole board, shall not be open to the public.

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3. SUMMER OPPORTUNITIES POSTER

Included with this Memorandum are copies of an information poster produced by the Ontario Youth Secretariat entitled, "A Guide to Summer Opportunities with the Ontario Government."

It lists more than 10,000 positions available with the various Ministries, Boards, Commissions, and Corporations of the Ontario Government and represents the type of summer employment that is regularly available through replacement for staff on holidays, or for some special projects carried out in the summer. *These positions are not to be confused with the Ontario Government's special summer employment program, Ontario Experience '75, which will be announced in the near future.*

The Ontario Youth Secretariat requests that these posters be displayed in a prominent area of the school for the information of the students. Since supplies of this poster are extremely limited, they should not be handed out on an individual basis. French language schools and all other secondary schools with French-speaking students will receive copies of the poster in French.

4. SCHOLARSHIPS OFFERED TO TEACHERS OF GERMAN

Your attention is drawn to the three scholarships offered by the Goethe Institute, Munich, to Ontario secondary school teachers of German during the summer of 1975. Applications will be accepted until March 13, 1975.

For further information and an application form, please direct correspondence to:

Goethe Institute, Toronto,
1067 Yonge Street,
Toronto, Ontario,
M4W 2L2

5. ONTARIO IN STATISTICS, 1974 - Brochure from Ministry of Industry and Tourism

The Ministry of Industry and Tourism has made a limited number of these brochures available to interested secondary school teachers. Copies are being forwarded to secondary schools for the use of teachers and libraries.

6. 1975 TRAVEL BURSARY PROGRAM FOR POST-SECONDARY STUDENTS

The Ministry of Colleges and Universities has announced the federally funded program of bursaries for students who must travel more than 75 miles each way in order to pursue full-time post-secondary studies in any program in which the language of instruction is French. Two return trips from the student's home to the post-secondary campus are provided by this bursary. Applications are available from:

Ministry of Colleges and Universities,
Student Awards Branch,
8th Floor, Mowat Block,
Queen's Park,
Toronto, Ontario,
M7A 1C6

7. FELLOWSHIPS FOR SECOND LANGUAGE (FRENCH) STUDY

The Ministry of Colleges and Universities has announced the federally funded program of fellowships for the 1975-76 academic year. Students planning to enter a full-time post-secondary program offered in French at a French-language or bilingual institution are eligible.

Further information and application forms will be mailed to all secondary schools *by the Ministry of Colleges and Universities in March.*

8. 1975 SUMMER LANGUAGE BURSARY PROGRAM FOR STUDENTS

The Ministry of Colleges and Universities has announced the federally funded program of bursaries of up to $650.00 each for students to take immersion summer courses in French at accredited institutions across Canada. Only students who in June 1975 will receive either the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, and who were at least 16 years of age by December 31, 1974 will be eligible to apply.

Further information and application forms will be mailed to all secondary schools *by the Ministry of Colleges and Universities in the near future.*

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

February 10, 1975

Dept.

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 33

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SECONDARY SCHOOLS

RE: SPECIAL SUMMER EMPLOYMENT PROGRAMS - ONTARIO EXPERIENCE '75

The Government of Ontario has announced the special summer employment programs for 1975. These programs, which are co-ordinated by the Youth Secretariat, provide opportunities for a broad range of employment, as well as interesting activities in which students may become involved. Twenty-seven programs sponsored by the various Government Ministries including the Ministry of Education are being offered, and it is anticipated that about 7500 students across Ontario will be employed.

Copies of brochures outlining the positions available will be forwarded to schools. Principals are asked to bring these to the attention of Guidance Counsellors or other appropriate personnel in secondary schools.

Additional information concerning the Ministry of Education programs has been forwarded to school boards by the Regional Offices of the Ministry.

If additional brochures and application forms are required, write to:

Experience '75,
Queen's Park,
Toronto, Ontario.

M7A 1A2

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D. Young
for H. K. Fisher
Assistant Deputy Minister

February 14, 1975

Dept.

Ministry
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 34

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SECONDARY SCHOOLS

RE: ONTARIO-QUEBEC TEACHER EXCHANGE 1975-76

The Educational Exchange and Special Projects Branch of the Ministry of Education is co-ordinating a teacher-exchange program at the secondary school level between Ontario and Quebec for the school year 1975-76.

The purpose of the exchange is to give the teachers of the second language an opportunity to have first-hand experience with life in the other culture. The results of the program conducted over the last three years have indicated that such an exchange can be both personally and professionally rewarding.

The agreement is that the Ontario teacher of French will spend one school year in a Quebec school teaching English as a second language. The Quebec teacher of English will spend one school year in an Ontario school teaching French as a second language.

All salaries and fringe benefits will continue to be paid by the original employer. A travel allowance of $250.00 will be paid by the respective Ministry of Education to each candidate accepted.

Minimum requirements for acceptance are the following:

1. The candidate's first language must be English.
2. The candidate must hold a permanent teaching certificate for Ontario and have taught for at least 4 years.

Interested teachers are asked to complete the enclosed application form and return it by March 28, 1975, to:

W. K. Gray, Co-ordinator,
Ministry of Education,
Educational Exchange and Special
Projects Branch,
Room 1933, 19th Floor,
Mowat Block, Queen's Park,
Toronto, Ontario,
M7A 1L2

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H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

Dept.
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 35

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: METRIC CONVERSION IN SCHOOLS

1. It is intended that Canada will convert from the imperial to the metric system of measurement during the next five years. Investigative and planning phases by the Metric Commission in Ottawa have been developed, and scheduling for implementation in some economic sectors has been established or is in final approval stages. It is expected that implementation will accelerate in 1976 to a probable peak of activity in 1977 and 1978. In keeping with national plans, it becomes increasingly important to formalize Provincial plans for the preparation of students to be conversant and competent in the metric system. The Ministry of Education recommends that all school boards give increasing priority to metric conversion during the next three years.

2. It is the policy of the Ministry of Education that the metric system of measurement become the predominant one in the curriculum of elementary and secondary schools. Accompanying this memorandum is a document for your information entitled POLICY STATEMENT ON METRICATION which states the metric conversion policy for elementary and secondary schools in the Province and elaborates on the meaning and implication of each policy statement.

3. Section 4:3 of the Policy Statement refers to the METRIC STYLE GUIDE - a publication of the Council of Ministers of Education, Canada. The Guide provides a rationale for the conversion to metric measurement and information on the structure of the metric system. It also outlines the official style of expressing metric terms, units, and symbols along with illustrative examples. It is authorized for use in elementary and secondary schools in Ontario, and will be available this year to each teacher in the Province.

4. Some schools have already initiated a metric conversion program. The calendar emphasis for conversion is 1975 and 1976 in elementary, and 1976 and 1977 in secondary schools. Since it may be difficult in some instances to achieve transition during those years, June 1978 is further suggested as a target date by which all schools be "predominantly metric". The meaning of the expression "predominantly metric" is defined in Section 2:1 of the Policy Statement.

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5. Metric conversion will require the gradual phasing out of a variety of learning materials. In order to assist boards in meeting the conversion costs associated with learning materials, provision has been made in the 1975 General Legislative Grants Regulation to provide each board with a grant of 75¢ for each public elementary school pupil, each separate elementary school pupil, and each public secondary school pupil. It is recognized that various boards are now at different stages of metric implementation. Thus, to provide maximum flexibility in using this special grant for the conversion of learning materials, the policy for the specific utilization of these moneys will be the responsibility of each school board.

6. The Regional Offices of the Ministry will arrange meetings with the appropriate supervisory officers of each board to discuss the POLICY STATEMENT ON METRICATION and its implications. At that time, arrangements for its distribution and explanation to all teachers, as well as plans for the subsequent introduction of the METRIC STYLE GUIDE will be determined. Both documents will be available shortly in English and French versions. Each Regional Office has a designated Metric Coordinator to provide advisory assistance and to whom questions may be directed. It is recognized that metric conversion is a gradual process and some decisions concerning detail may yet arise that will influence the teaching of the use of the metric system in specialized applications. Informational and advisory assistance will also be available in such matters.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

March 14, 1975.

Ministry
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 36

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: PROFESSIONAL DEVELOPMENT PROGRAMS
FOR CANADIAN TEACHERS ANNOUNCED BY
THE EMBASSY OF FRANCE

The Cultural Attaché for the Embassy of France has announced that 25 Ontario teachers of French as a first or second language will be given the opportunity to enrol in one of two professional development programs as part of the cultural and educational program with France.

The professional development program for 15 secondary school teachers of French as a first or second language will be held in Grenoble (August 3 to August 31, 1975). There will be about twenty-five hours per week of instruction in pronunciation, the teaching of literature, translation and pedagogy. A similar program for 10 elementary school teachers of French as a first or second language will be held in La Rochelle (August 3 to August 31, 1975).

Each applicant chosen to enrol in this program will be awarded free tuition and a scholarship of 900 francs by the French Government ($175.00 approximately) which should cover the costs of food and lodging. An additional sum of 600 francs is being paid by the French Government to the institution concerned to cover costs of administration, course fees, insurance and socio-cultural activities. Travel costs and other personal expenses will be the responsibility of the participants.

Application forms may be obtained by telephoning or writing to the following address:

Coordinator, Educational Exchange Program,
Ministry of Education, Ontario,
Mowat Block, Room 1933,
Queen's Park,
Toronto, Ontario.
M7A 1L2

Tel. 965-5989 or 5635

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Applications will be received up until Monday, April 24, 1975.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

March 14, 1975.

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 37

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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: 1. SAFETY
(a) USE OF ASBESTOS POWDER IN SCHOOLS
(Ref. Memorandum 1968-69:21)
(b) AMENDMENT TO SCHOOL BUS STOPPING LAW
2. PUBLICATION, *AFTER EIGHT?*
3. HOW TO LOOK FOR A SUMMER JOB
(Attention all Guidance Counsellors)
4. CAREERS CANADA - Guidance Information
5. BOOKLET - ONTARIO MEDAL FOR GOOD
CITIZENSHIP 1974

1. SAFETY

(a) USE OF ASBESTOS POWDER IN SCHOOLS (Ref. Memorandum 1968-69:21)

Memorandum 1968-69:21, dated November 29, 1968 advised that the use of asbestos powder in all schools be stopped. This action was taken on the basis of research at that time speculating on the material having qualities detrimental to health. More recent research, and events, tend to confirm these earlier indications.

It has not been brought to the attention of the Ministry of Education that any schools are using asbestos powder as a modelling medium, or for any other purpose. However, as a precautionary measure, and in view of staff turn-over since the 1968 memorandum, the attention of teachers is drawn to the previous indication that asbestos powder should not be used.

(b) AMENDMENT TO SCHOOL BUS STOPPING LAW

Early in March, the Minister of Transportation and Communications, Mr. John R. Rhodes, announced his intention to introduce an amendment changing the effective date of the new School Bus Stopping Law from April 1 to September 1, 1975.

The proposed changes in the law, requested by the Ministry of Education, various school boards and many school bus operators, will give both the school bus operators and Ontario motorists more time to become familiar with the law.

With the start of the school year in September motorists will be required to stop in both directions when approaching a school bus with its alternating red lights flashing, regardless of the posted speed limit.

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2. PUBLICATION, *AFTER EIGHT?*

The Ministry of Colleges and Universities and the Ministry of Education have produced a publication entitled *After Eight?* This publication will inform parents of grade eight pupils of the educational opportunities beyond that grade.

Copies of the publication will soon be forwarded to each school in which grade eight pupils are enrolled. Principals are asked to distribute copies to the parents of these pupils.

3. HOW TO LOOK FOR A SUMMER JOB (Attention all Guidance Counsellors)

In order to encourage and help students look for summer employment, both actively and effectively, the Ontario Government has produced a series of radio commercials that focus on helpful hints for job hunting.

These radio spots, linked by the theme "How To Look For A Summer Job" are scheduled for broadcast beginning March 23, 1975. They are backed up by a brochure of the same title and students are advised in the commercials to get a copy from their guidance counsellor or by writing to:

Information Officer,
Box One,
Queen's Park,
Toronto, Ontario.
M7A 1A2

The Youth Secretariat had expected to have these brochures in your hands well before the initial broadcast date, but backlogs created by the labour problems at the Post Office have made this impossible. The brochures will be mailed in April, however. In the meantime, students can still obtain individual copies by writing to the above address.

Your professional comments on this series of radio spots on "How To Look For A Summer Job" and the back-up brochure would be greatly appreciated and can be mailed to the same address.

4. CAREERS CANADA - Guidance Information

The Department of Manpower of the Federal Government has announced that the first part of the publication CAREERS CANADA for secondary school students will soon be available. It will be mailed directly to secondary schools from Ottawa with the assistance of the Ontario Ministry of Education.

5. BOOKLET - ONTARIO MEDAL FOR GOOD CITIZENSHIP 1974

It has been brought to our attention that an article in the 1974 Ontario Medal for Good Citizenship booklet is in error. The article which refers to Dr. Ford Goodfellow of Westport, near Brockville, states that Dr. Goodfellow was the area's only doctor for 42 years. This statement is incorrect and should read "an area doctor for 42 years".

Several copies of this booklet were sent to your school last year. Kindly have the reference to Dr. Goodfellow corrected.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

March 25, 1975

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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APR 29
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

1974-75: 38

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: SUMMER COURSES AND SEMINARS BEING
OFFERED IN ADDITION TO THOSE LISTED
IN MEMORANDUM 1974-75:27

PLEASE BRING THIS INFORMATION TO THE ATTENTION OF ALL TEACHERS IMMEDIATELY.

If the number of applicants is sufficient, the courses and seminars listed below will be offered.

Application should be made on the same application forms that accompany the 1975 booklet, PROFESSIONAL SUMMER COURSES FOR TEACHERS which is being mailed to all schools.

A certificate or Letter of Standing valid for teaching in an Elementary or Secondary School in Ontario is required for admission to the courses unless otherwise indicated. Owing to the backlog of mail in April as a result of the mail strike, some mail may be delayed in reaching its destination this month.

1. An Experiential Workshop in Role Stereotyping will be offered at Seneca College, School of Nursing, Toronto, from August 10 to August 15 inclusive. The fee for the course will be $20.00 payable by cheque or money order to the Treasurer of Ontario and must be sent with the application.

2. Course for Teachers of Driver Education will be offered in Ottawa and Toronto from August 11 to August 29 inclusive. Enrolment in these courses is limited. Preference will be given to teachers who will be teaching driving instruction. The fee for the course will be $60.00 payable by cheque or money order to the Treasurer of Ontario and must be sent with the application.

3. Reading-Part II will be offered in Toronto from July 7 to August 1 inclusive. Admission will be limited to teachers who have a certificate in Reading Part 1 or qualifications considered by the Minister to be equivalent. The fee for the course will be $100.00 payable by cheque or money order to the Treasurer of Ontario and must be sent with the application.

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H. K. Fisher

April 9, 1975

H. K. Fisher
Assistant Deputy Minister

1974-75: 39

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FOR STUDIES IN EDUCATION

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: EDUCATIONAL STAFF RECORD 1974-75

There are no significant changes in the Educational Staff Record for 1974-75, nor are there any changes in procedure. Computer tapes from the 1973-74 Educational Staff Record have been received from Statistics Canada. These tapes have been used to pre-print most of the items on the 1974-75 form. Items pre-printed (in red) will require only verification or correction.

Statistical tables of data obtained through these forms in 1972-73 have been prepared and are now being released, and copies should reach you within a few weeks. These will be followed closely by 1973-74 tables. Thus the system is becoming of benefit to teacher organizations as well as the Ministry and Statistics Canada.

Principals are requested to supervise the completion of the Educational Staff Records by teachers in their schools, and the return of the forms to their respective boards. Separate instructions for principals and teachers will be provided. Forms will be forwarded to schools during April 1975.

The efforts of all concerned with the completion of the 1973-74 Records are greatly appreciated. Despite the serious delays in outgoing mail shipments, almost all teachers completed forms. Similar efforts this year will quickly make available the comparative data for three successive years.

J. S. Stephen

J. S. Stephen,
Assistant Deputy Minister.

April 14, 1975.

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EDUCATIONAL STAFF RECORD 1974-75

INSTRUCTIONS FOR PRINCIPALS

Reference Memorandum 1974-75: 39

A copy of the Educational Staff Record 1974-75 has been prepared for each member of the teaching profession whose name was on the Teaching Staff List as of September 30, 1974. Pre-printed items contain information reported by each teacher in 1973-74. Completion and return of these forms will enable the updating of records to reflect changes which have occurred during the past year.

The 1974-75 forms will be packaged by school and forwarded to each school during April 1975. Included in each package will be a check list containing the names of teachers to assist the principal in checking that an adequate number of forms has been received for the school. Please record on this check list changes in staff since September 30, 1974. The principals are requested to make sure that the Educational Staff Records are completed and returned within a limit of ten school days after the receipt of the package of forms. The pre-printed form for a teacher who left the school for another should be forwarded to his or her new address. Such redirected forms, after completion by the respondent, should show the changes in location, such as name of board, name of school and school address. Blank forms are to be used by teachers who started employment after September 30, 1974 and by those who for any reason did not receive a pre-printed form.

Within the ten-day time limit, all completed forms as a package, including the updated check list, should be forwarded to the attention of the official designated by your board to receive these documents. The boards will be prepared to reply to queries from schools and to assist you in other possible ways. You will note that Instructions for Completion and the Code Lists have been provided in both English and French.

In completing their own Staff Records, the principals and vice-principals may leave items 10 and 11 blank if they are not applicable and cross out any pre-printed salary category which is now inappropriate. In addition, principals who do not have specific teaching or supervising responsibility but who have the overall responsibility for the school need not complete any of the sub-sections in item 19.

As in the previous year, the co-operation and assistance of the principals are requested in facilitating the prompt completion of the entire project.

April 1975

Principals of Inspected Private schools are requested to forward the completed Educational Staff Records, as a package, to:

Elementary and Secondary Section,
Education, Science and Culture Division,
Statistics Canada,
Robert H. Coats Building,
Tunney's Pasture,
OTTAWA, Ontario,
K1A 0T6.

Ministry
of
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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FOR STUDIES IN EDUCATION

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: 1. LETTERS OF PERMISSION
2. TEMPORARY LETTERS OF APPROVAL

1. LETTERS OF PERMISSION (re: basic certification)

A position that will be vacant in September 1975, or that is held in 1974-75 by a person who will not have full professional qualifications by September 1975, must be advertised in a newspaper with Province-wide circulation at least three times before application can be made for a Letter of Permission on behalf of a person without the necessary Ministry certification to fill such a position.

Of the three required advertisements

(a) two may appear within the period preceding June 2, 1975;

(b) one must appear subsequent to June 13, 1975.

No application for a Letter of Permission on behalf of a person to teach after September 1, 1975, will be accepted before July 1, 1975.

If after July 1 and seven days subsequent to the last advertisement no qualified applicant is available, a board may request the appropriate Regional Director of Education to secure for it a Letter of Permission on behalf of a person who does not hold an appropriate basic elementary or secondary school teaching certificate.

If the board's application for a Letter of Permission is to be submitted later than three weeks after the last advertisement, a further single advertisement is to be made before application for the Letter of Permission. This final advertisement must be followed by a full calendar week to allow time for replies.

Application forms for Letters of Permission will be available from Regional Offices. (Form 700)

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2. TEMPORARY LETTERS OF APPROVAL (re: special certification)

A Temporary Letter of Approval may be granted to a board for a period not exceeding one year, authorizing the board to appoint or assign a teacher to teach a subject or hold a position where the teacher does not hold the additional (special) certificate for teaching the subject or for holding the position, on the following conditions:

(a) that the teacher holds one of the following basic teaching certificates for the type of school involved:

(i) in an elementary school, an Interim or Permanent Elementary School Teacher's Certificate, or a Letter of Standing having the force of this certificate or

(ii) in a secondary school, an Interim or Permanent H.S.A. Certificate, Type A or B, an Interim or Permanent Vocational Certificate, Type A or B, an Interim or Permanent Occupational Certificate, Type A or B, an Interim or Permanent Commercial-Vocational Certificate, or a Letter of Standing having the force of one of these certificates and,

(b) that the teacher is competent to carry out the assignment concerned as certified by the appropriate supervisory officer.

A Temporary Letter of Approval is not valid as a substitute for a basic teaching certificate.

Application forms for Temporary Letters of Approval will be available from Regional Offices. (Form 705)

J F Kinlin
J. F. Kinlin
Assistant Deputy Minister

H K Fisher
H. K. Fisher
Assistant Deputy Minister

April 4, 1975.

Ministry
of
Education
rio

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 41

LIBRARY
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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SECONDARY SCHOOLS

RE:
1. *REQUIREMENTS FOR THE SECONDARY SCHOOL HONOUR GRADUATION DIPLOMA, THE SECONDARY SCHOOL GRADUATION DIPLOMA AND THE CERTIFICATE OF TRAINING, 1975*
2. *PROCEDURES FOR ISSUING DIPLOMAS AND CERTIFICATES*
3. *TRANSCRIPTS OF ACHIEVEMENT*

1. *REQUIREMENTS FOR THE SECONDARY SCHOOL HONOUR GRADUATION DIPLOMA, THE SECONDARY SCHOOL GRADUATION DIPLOMA AND THE CERTIFICATE OF TRAINING, 1975.*

A Diploma or Certificate will be granted on the recommendation of the principal of the secondary school, inspected private school, approved night school, or on the recommendation of the Chief Education Officer, Correspondence Courses, where the student last obtained standing and fulfilled the requirements as outlined in Circular H.S.1, 1974-75.

2. *PROCEDURES FOR ISSUING DIPLOMAS AND CERTIFICATES*

The following material will be forwarded by the Ministry, at the times shown below for the use of principals:

(a) To all schools offering courses at the appropriate levels:

(i) Summary of Previous Standing at the Honour Graduation (Year 5) level on which principals should list standing obtained in previous years by prospective Ontario Scholars (April).

(ii) Request for Ontario Scholar Diplomas and congratulatory letters on which principals should list the full names of students who are recommended for the Ontario Scholarship. Diplomas and the Minister's letters will be inscribed or typed from information supplied on this form, after students' eligibility has been confirmed by the Ministry (June).

Ref.
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(iii) Mark Gathering Report on which principals are to report all Year 5 final standings in percentage form (0-100) and recommendations for the Secondary School Honour Graduation Diploma and Ontario Scholarship. The marks reported will be forwarded by the Ministry to the Ontario Universities' Application Centre.

(iv) Form ME 230(to reach you later) on which principals will list the names of students who have been recommended for the Secondary School Graduation Diploma. Cumulative credit totals are to be listed for each of the four areas of study, with a further breakdown by level (intermediate or senior). Where possible, unclassified credits from former programs or from jurisdictions outside Ontario are to be indicated in the column provided for this purpose (June).

(v) Report of the Principal, Certificate of Training (June).

(b) To secondary schools, approved night schools and Ministry of Education Correspondence Courses:

Blank Secondary School Honour Graduation Diplomas, Secondary School Graduation Diplomas and Certificates of Training. These documents may be issued in either the English or the French version. Diplomas and certificates will be completed in the schools and issued on the principals' recommendations (May).

(c) For inspected private schools:

Principal's Report re Equivalent Music Certificates (June).

Diplomas for students will be completed at the Ministry following receipt of principals' recommendations on forms which will be supplied in June.

(d) For approved summer schools offering full-credit courses:

Request for diplomas and reporting forms should be forwarded to the Director, Education Records Branch, Ministry of Education, 18th Floor, Mowat Block, 900 Bay Street, Toronto, Ontario, M7A 1L2.

3. TRANSCRIPTS OF ACHIEVEMENT

An official transcript of achievement may be a true copy of sections A and C of the Ontario Student Record Folder. To ensure its authenticity, the document shall be signed by the principal and, where possible, stamped with the official school seal.

Every effort should be made to ensure that each document is tamper-proof to ensure its ready acceptance by admissions and personnel officials in any country.

J. S. Stephen

J. S. Stephen,
Assistant Deputy Minister

April 16, 1975.

Ministry
of
Education
rio

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 42

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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: INTERNATIONAL TEACHING EXCHANGE PROGRAM SPONSORED BY THE GOVERNMENT OF VICTORIA, AUSTRALIA

The Province of Ontario is again cooperating with the State of Victoria in an International Teaching Exchange Program. The program will provide an opportunity for highly qualified teachers from both Victoria and Ontario to profit from overseas teaching experience.

The terms and conditions of The International Teaching Exchange are as follows:

1. A limited number of opportunities are available to enable selected Ontario teachers to teach in schools in the State of Victoria, Australia on a direct exchange basis with teachers from Victoria schools.

2. The term of the exchange is one full calendar year. The second year of the operation of the program will be 1976.

3. Teachers selected for exchange will be expected to have had a minimum of four years of tertiary education and should preferably hold honours degrees. Their education should include the equivalent of one full year of teacher training.

4. Exchange teachers will be of the highest calibre and will be selected on the basis of their aptitude, experience and contributions to the professions. (In the first year of this program, Ontario teachers selected by the State of Victoria had between ten and twenty years of teaching experience.)

5. Exchange teachers will remain in the employment of their own educational authorities and will continue to have their own salaries remitted to them while overseas. They will therefore continue to be subject to their normal taxation, superannuation and social service contributions, and will retain their rights and privileges as employees of their own educational authorities.

6. Travel assistance is provided by the Ministry of Education, Ontario, to our Exchange teachers in order to meet part of the cost of the return fares for themselves and their families to and from Australia.

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7. Exchange teachers will be expected to exchange houses with their counterparts in Australia, but the responsiblity for purchase instalments or rent, municipal taxes, and the cost of insurance for the house and its contents must continue to be borne by the owner.

   It is expected that the houses will be exchanged complete with furnishings, bedding, appliances and facilities ready for immediate use by the visiting family. It is further expected that visitors will maintain the house in good order and condition, and that they should be prepared to make good any damage incurred during their stay.

8. In Australia arrangements for life insurance and health insurance will be the responsiblity of the visiting teacher. Health insurance coverage can be arranged upon arrival there provided that the visitor can show that he was a fully paid-up contributor to a health insurance program in his own country.

9. An agreement for exchange of automobiles cannot be guaranteed, but Exchange teachers will be encouraged to negotiate privately with their counterparts.

10. Teachers selected for exchange must be thoroughly worthy representatives of their profession, of their educational authorities, and of their country. They should be prepared to conduct themselves in such a way as to bring honour and credit to the teaching profession and to their nation. Consequently, applicants should be prepared to be interviewed by representatives of the Ministry of Education, Ontario, and the Australian High Commission in Canada.

    One copy of the application form and a copy of the Medical Certificate form are enclosed with this memorandum. Further forms are available from:

    Co-ordinator,
    Teacher Exchange Programs,
    Educational Exchange and Special Projects Branch,
    Ministry of Education,
    19th Floor,
    Mowat Block, Queen's Park,
    Toronto, Ontario.
    M7A 1L2

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

April 16, 1975.

TEACHER EXCHANGE PLAN

All applicants for an exchange appointment are required to obtain a certificate signed by a registered medical practitioner.

Note:- The doctor is asked to take into consideration the fact that the applicant expects to spend a year outside the province and will be working under new conditions, and in a different climate.

MEDICAL CERTIFICATE

Date ....

Address ....

....

I certify that ....

whom I have known professionally for ..... years has been examined by me and found to be in good health and free from any physical defect, organic or nervous ailment or after-effects thereof likely, in my opinion, to impair mental and physical activity as a teacher on exchange. To the best of my knowledge this candidate has not suffered during the past ten years from epilepsy or from any mental or nervous disorder and is free from signs of tuberculosis or other infectious disease.*

Signed ....

Professional Qualifications ....

* If you should think it necessary to explain or qualify any of the statements in this certificate, please add and sign your comments below.

Remarks

N.B. This medical certificate should be mailed to:

Co-ordinator, Teacher Exchange Programs
Educational Exchange and Special Projects Branch
19th Floor, Mowat Block, Queen's Park
Toronto, Ontario M7A 1L2

Ministry of Education
ONTARIO

Education Department of
VICTORIA

INTERNATIONAL TEACHING EXCHANGE FELLOWSHIPS

Application for Exchange between

ONTARIO, CANADA AND VICTORIA, AUSTRALIA

for the calendar year 1976

For terms and conditions governing the award of Fellowships see Memorandum 1974-75: 42

1. NAME Dr. / Mr. / Miss / Mrs. .... (Surname) .... (Given names)

2. DATE OF BIRTH .... Day .... Month .... Year

3. COUNTRY OF BIRTH ....

4. CITIZENSHIP ....

5. PRESENT ADDRESS ....
& TELEPHONE ....
....
....

* Please indicate the approximate geographic location of the town within your Province.

6. NAME, ADDRESS, & PHONE NUMBER OF PRESENT SCHOOL ....
....
....

7. POSITION IN THE SCHOOL ....

N.B. This application should be completed and returned by May 23,1975 to:

Co-ordinator, Teacher Exchange Programs,
Educational Exchange and Special Projects Branch,
19th Floor, Mowat Block, Queen's Park,
Toronto, Ontario. M7A 1L2

(over)

PROFESSIONAL DETAILS

9. Academic Qualifications

University Qualification	University	Year of Completion

Major Studies in Degree.......................................

Minor Studies in Degree.......................................

10. Teaching Credentials

Type of Credential	Institution	Year of Completion

11. Teaching Experience

Institution	Subject taught if appropriate	Grade Level	Number of Years

12. Preferred Subjects and Grade Level for Teaching

Subject if appropriate	Grade Level

13. Preferred Teaching Appointment (please underline preference)

Type of School	Location
Elementary School	Metropolitan Area
Primary School	Urban City
Junior Intermediate School	Country Town
Secondary School:	
Academic	
Vocational	
General Education	

14. Special Contributions

Have you been involved with any special projects or research associated with either subject or pedagogical development?

Please give full details ....

....

....

....

15. Professional Associations

List those Professional Associations to which you belong.

....

....

....

16. Related Experience

Have you had experience working in any field which has contributed to your background as a teacher - e.g., Youth work, psychology?

Please give details ....

....

....

PERSONAL AND DOMESTIC DETAILS

17. Marital Status ....

18. Dependants

Spouse's Name .... Occupation ....

Name of Child	Date of Birth	School & Grade	Distance from School to Home

19. Religion - (you are not obliged to complete this section).

Religious Denomination ....

Are you an active member of your church? ....

20. Social or Service Clubs

Do you belong to any Social or Service organizations such as Round Table International or Rotary International? Please give details ....

....

21. Recreational Interests

Are you or members of your family especially interested in any particular recreational activities, e.g. Theatre, Music, Sport, Camping, etc.?
Please give details ....

....

....

22. Relatives and Friends

Do you have relatives or friends living in Australia? Please give details ....

....

....

23. Disabilities

Have you or members of your family any particular medical or physical disability, e.g., asthma, poor hearing? Please give details.

....

....

24. Have you ever been convicted or a criminal offence? Please give details if appropriate.

....

....

HOUSING AND TRANSPORT

25. Do you live in a detached house or in an apartment? ....

.................................Number of bedrooms ....

26. Do you own your house, are you purchasing it or do you rent it?

....

27. What clothes washing & drying facilities do you use? ....

....

What appliances are available in your kitchen? ....

....

....

28. What insurance cover do you have on the house and its contents?

....

....

29. If you are awarded a Fellowship would your house or apartment

be available for your Exchange Fellow? ....

Do any special conditions apply to the use of your house by

the visiting Fellow? Details please ....

....

(over)

30. What is the distance between your house and the shopping centre

you use? ....kilometres .... miles.

31. Do you own a car? .... Make of car ....

Year of model .... Miles covered ....

32. Would you wish to have a car available for your use in Victoria?

....

33. Please enclose the Medical Certificate, duly completed and signed by a medical practitioner, indicating that you are in good health.

34.

A
RECENT
SNAPSHOT
WOULD
BE
HELPFUL

AGREEMENT

35. If granted a Fellowship:

a) Do you agree to teach in the position made available for you in Victoria for one full calendar year?

....

b) Do you agree to return to your own teaching position at the expiration of the Fellowship?

....

Signed ....) before me ....
)
Date ....) Status of person witnessing
)
) ....
(Principal of School, Justice of the Peace or Notary Public)

36. Recommendation of Inspector or Superintendent:

This applicant is recommended on grounds of personal character and teaching ability as a suitable candidate for teacher exchange for the calendar year 1976.

Signature: ....

Address: ....

Date: ....

37. Certificate of School Board:

This application for exchange is approved by the undermentioned Board. The Board is prepared to accept in this teacher's place an exchange teacher under the exchange system for teachers as agreed upon by the Ministry of Education, Ontario and the Education Department, Victoria, Australia.

Name of Board: ....

Signature:......................

Date: ....   Position:.......................

The following is to be filled in by the Ministry of Education, Ontario.

Medical Certificate

The required medical certificate has been received and is on file at this Department. ☐

Approval

This applicant is approved as a suitable candidate for teacher exchange on behalf of the Ministry of Education, Ontario.

Signature: ....
(Officer-in-Charge)

Date: ....

Ministry of Education
ONTARIO

Education Department of
VICTORIA

INTERNATIONAL TEACHING EXCHANGE FELLOWSHIPS

Application for Exchange between

ONTARIO, CANADA AND VICTORIA, AUSTRALIA

for the calendar year 1976

For terms and conditions governing the award of Fellowships see Memorandum 1974-75: 42

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2. DATE OF BIRTH .... Day .... Month .... Year

3. COUNTRY OF BIRTH ....

4. CITIZENSHIP ....

5. PRESENT ADDRESS ....
   & TELEPHONE ....
   ....
   ....

* Please indicate the approximate geographic location of the town within your Province.

6. NAME, ADDRESS, & PHONE NUMBER OF PRESENT SCHOOL ....
   ....
   ....

7. POSITION IN THE SCHOOL ....

N.B. This application should be completed and returned by May 23,1975 to:

Co-ordinator, Teacher Exchange Programs,
Educational Exchange and Special Projects Branch,
19th Floor, Mowat Block, Queen's Park,
Toronto, Ontario. M7A 1L2

(over)

PROFESSIONAL DETAILS

9. Academic Qualifications

University Qualification	University	Year of Completion

Major Studies in Degree..................................

Minor Studies in Degree..................................

10. Teaching Credentials

Type of Credential	Institution	Year of Completion

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Vocational	
General Education	

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Please give full details ....

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Please give details ....

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PERSONAL AND DOMESTIC DETAILS

17. Marital Status ....

18. Dependants

Spouse's Name .... Occupation ....

Name of Child	Date of Birth	School & Grade	Distance from School to Home

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Are you an active member of your church? ....

20. Social or Service Clubs

Do you belong to any Social or Service organizations such as Round Table International or Rotary International? Please give details ....

....

21. Recreational Interests

Are you or members of your family especially interested in any particular recreational activities, e.g. Theatre, Music, Sport, Camping, etc.?
Please give details ....

....

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22. Relatives and Friends

Do you have relatives or friends living in Australia? Please give details ....

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....

23. Disabilities

Have you or members of your family any particular medical or physical disability, e.g., asthma, poor hearing? Please give details.

....

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24. Have you ever been convicted or a criminal offence? Please give details if appropriate.

....

....

HOUSING AND TRANSPORT

25. Do you live in a detached house or in an apartment? ....

....Number of bedrooms ....

26. Do you own your house, are you purchasing it or do you rent it?

....

27. What clothes washing & drying facilities do you use? ....

....

What appliances are available in your kitchen? ....

....

....

28. What insurance cover do you have on the house and its contents?

....

....

29. If you are awarded a Fellowship would your house or apartment be available for your Exchange Fellow? ....

Do any special conditions apply to the use of your house by the visiting Fellow? Details please ....

....

(over)

30. What is the distance between your house and the shopping centre you use? ....kilometres .... miles.

31. Do you own a car? .... Make of car ....

Year of model .... Miles covered ....

32. Would you wish to have a car available for your use in Victoria? ....

33. Please enclose the Medical Certificate, duly completed and signed by a medical practitioner, indicating that you are in good health.

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AGREEMENT

35. If granted a Fellowship:

a) Do you agree to teach in the position made available for you in Victoria for one full calendar year?

....

b) Do you agree to return to your own teaching position at the expiration of the Fellowship?

....

Signed ....) before me ....
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Date ....) Status of person witnessing
)
) ....
(Principal of School, Justice of the Peace or Notary Public)

36. Recommendation of Inspector or Superintendent:

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Signature: ....

Address: ....

Date: ....

37. Certificate of School Board:

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Name of Board: ....

Signature:......................

Date: .... Position:.......................

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Medical Certificate

The required medical certificate has been received and is on file at this Department. ☐

Approval

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Signature: ....
(Officer-in-Charge)

Date: ....

Ministry
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Education
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 43

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FOR STUDIES IN EDUCATION

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: OLYMPICS PROGRAM IN SCHOOLS

The Ministry of Education is initiating a program for schoools which will focus on the 1976 Summer Olympics in Canada. The Ministry believes that the International Olympics represent a unique, national, and once-in-a-lifetime event of significance and interest to students. The Ministry endorses the concept that there is a need for greater awareness and understanding of the Olympics as a broadly-based cultural festival, not concerned solely with athletic activity. The Olympics can provide a sense of cultural heritage. They can also foster desirable national and international relationships among people, especially youth.

The Olympics offer many possibilities for relevant and current themes and topics which can be integrated into many areas of study in the school curriculum. For the most part, this can be achieved through the enrichment of existing programs rather than as a new curriculum thrust. There may be occasions, however, when some specially developed activities are appropriate.

The Ministry, in order to assist schools to focus on the Olympics, has established an Olympics Program Committee whose function will be to:

(i) ascertain, procure and distribute resource materials;

(ii) provide information on available services and resource materials;

(iii) gather, coordinate and disseminate ideas for integrated curricular activities;

(iv) maintain liaison with other organizations and institutions.

Schools will be receiving a series of mailings which will include newsletters and curriculum support materials. The first newsletter will be sent before the end of the present school year.

The committee would welcome ideas that could be incorporated into the program. These suggestions should be forwarded to the Chairman, Mr. John Metcalf, Education Officer, Curriculum Services Branch, Room 1544, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L2.

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H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

April 22, 1975.

Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 44

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SECONDARY SCHOOLS

RE: ONTARIO SECONDARY SCHOOL HONOUR GRADUATION (YEAR 5) LEVEL STUDENT REGISTRATION, 1975-76

In September, 1975, the Director, INFORMATION SYSTEMS AND RECORDS BRANCH (formerly Education Records Branch) Ministry of Education, will send to the schools registration forms upon which each student who is enrolled in one or more Honour Graduation (Year 5) level courses will record his Social Insurance Number and other data relating to the Ontario Student Aid Program and post-secondary intentions.

Arrangements are being made with officials of the Unemployment Insurance Commission to mail supplies of Social Insurance Number application cards to schools. Principals and guidance officials are asked to distribute these cards to students who intend to take one or more Honour Graduation (Year 5) level courses in 1975-76 and who do not already have Social Insurance Numbers.

The completed application cards are to be forwarded in bulk for processing to: Mr. M. R. Thibault, Chief, Social Insurance Registration, Vanier Towers, 355 River Road, Vanier City, Ontario, K1A 0J7.

All requests for additional supplies of application cards and enquiries concerning Social Insurance Number procedures are to be directed to Mr. M. R. Thibault at the above address.

J. S. Stephen

J. S. Stephen,
Assistant Deputy Minister

May 1, 1975

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:45

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SECONDARY SCHOOLS

RE: ONTARIO SECONDARY SCHOOL BURSARY PROGRAM 1975-76

The administration of the Secondary School Bursary Program previously the responsibility of the Ministry of Colleges and Universities, has now been assumed by the Ministry of Education. The conditions of the award which remain unchanged are as follows:

IBRARY
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ONTARIO INSTITUTE
TUDIES IN EDUCATION

1. The student must be enrolled in the final year of secondary school, i.e., the last year of a secondary school graduation diploma program or the last year of the secondary school honour graduation program.

On the application form, the student must provide evidence of the need of financial assistance in order to meet educational costs.

3. The maximum amount of the bursary is $100.

4. The student must be maintaining a satisfactory standard of attendance and progress.

In order to expedite the processing of applications, please ensure that the forms are properly completed prior to submission to the Ministry. If the applicant is in receipt of welfare assistance or is a ward of the Children's Aid Society, this office will require a letter from the relevant authority indicating that the applicant's educational costs are not being met under their assistance.

It is important that your students be made aware that the closing date for applications for the 1975-76 school year is March 15, 1976.

Application forms and brochures are enclosed with this letter. If more are needed, they may be obtained from:

The Administrator,
Ontario Secondary School Bursary Program,
Ministry of Education,
Room 2231,
Mowat Block, Queen's Park,
Toronto, Ontario.
M7A 1L2

Telephone: 965-2565

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J. S. Stephen

J. S. Stephen,
Assistant Deputy Minister.

May 1, 1975.

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Thomas A. Wells,
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**t is the purpose of
program?**
Ontario government's
ondary School Bursary
gram provides bursaries
th $100 to secondary
ool students who require
ncial assistance in order
omplete their final year
econdary school.

Programme de bourses aux élèves des écoles secondaires 1975-1976

Ministère
de
l'Education
Ontario

L'hon. Thomas L. Wells,
ministre

But du programme
Le gouvernement de l'Ontario offre, dans le cadre du Programme de bourses aux élèves des écoles secondaires, des bourses d'une valeur de $100 aux élèves des écoles secondaires ayant besoin d'aide financière pour terminer leur dernière année d'études.

How do I know if I am eligible?

You are eligible for a bursary if you are enrolled in a secondary school in the last year of either a graduation diploma or an honour graduation diploma program; are able to prove need of financial assistance; and are maintaining a satisfactory standard of attendance and progress.

How do I apply for a secondary school bursary?

You may obtain an application form from the principal or head of guidance in your school. After you and your parents or guardian have completed the application form, you should return the form to the principal or head of guidance, who will then submit the form, along with a record of your academic performance, to the Ministry of Education. The Ministry will inform you whether or not you are eligible. If you are, you will receive a cheque for $100, which will be sent to your school by the Ministry.

Where can I get more information about the bursary program?

To obtain further information, see the principal or head of guidance of your school or contact the Administrator, Secondary School Bursary Program, Ministry of Education, Room 2231, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L2, (Telephone [416] 965-2565).

Puis-je bénéficier d'une bourse?

Vous pouvez bénéficier
d'une bourse si vous êt
inscrit en dernière anné
d'études secondaires e
d'un diplôme d'études
secondaires ou d'un dip
supérieur d'études sec
daires; si vous êtes en
mesure de prouver qu'i
vous est nécessaire d'o
une assistance financiè
et si vous maintenez un
scolarité et un progrès
satisfaisants.

Comment poser ma candidature?

Pour solliciter une bour
destinée aux élèves de
écoles secondaires, vo
obtenez d'abord, du dir
teur ou de l'orienteur d
votre école, une formul
demande. Vous remplis
vous-même la formule
la faites remplir par vos
parents ou votre tuteur.
Vous la remettez au dir
teur ou à l'orienteur, qu
soumet la formule, auss
bien que votre dossier
scolaire, au ministère
l'Éducation. Celui-ci vo
communiquera sa déci
Si vous êtes jugé apte
bénéficier d'une bours
Ministère vous accorde
subvention et transmet
votre école un chèque
de $100.

Où obtenir des renseignements supplémentaires?

Pour obtenir des rense
ments supplémentaires
veuillez communiquer
le directeur ou l'oriente
de votre école, ou bien
téléphoner ou écrire à
l'administrateur, Progr
de bourses aux élèves
écoles secondaires, éd
Mowat, Queen's Park,
Toronto, Ontario, M7A
(Tél: [416] 965-2565).

Ministry of
Education
ario

APPLICATION FOR
ONTARIO SECONDARY SCHOOL BURSARY
1975-76

APPLICATIONS MUST BE SUBMITTED BY MARCH 15, 1976. LATE APPLICATIONS WILL NOT BE ACCEPTED.
ASE ANSWER QUESTIONS CAREFULLY. PRINT IN BLOCK CAPITALS

ON 1

OCIAL INSURANCE NUMBER	101 ☐ MR. ☐ MRS. ☐ MISS	102 SURNAME		103 GIVEN NAME AND INITIAL
UMBER AND STREET		105 APT.	106 CITY, TOWN OR POST OFFICE	107 POSTAL CODE
ELEPHONE NUMBER	109 DATE OF BIRTH DAY MONTH YEAR			

ERIODS OF RESIDENCE
D THE DATE OF APPLICATION (a) IN CANADA FROM MONTH YEAR TO MONTH YEAR (b) IN ONTARIO FROM DAY MONTH YEAR TO DAY MONTH YEAR

AME OF SECONDARY SCHOOL NOW BEING ATTENDED	112 TELEPHONE NUMBER
UMBER AND STREET	114 CITY/TOWN
EAR COMPLETED IN JUNE 1975	116 TYPE OF PROGRAM IN 1975-76 ☐ GRADUATION DIPLOMA ☐ HONOUR GRADUATION DIPLOMA

ON 2 TO BE COMPLETED BY PARENT/GUARDIAN **OR** INDEPENDENT APPLICANT

WO PARENT FAMILY ☐ ONE PARENT FAMILY

AME OF HEAD OF HOUSEHOLD	202 OCCUPATION	203 NAME AND ADDRESS OF EMPLOYER
AME OF SPOUSE	205 OCCUPATION	206 NAME AND ADDRESS OF EMPLOYER

YEARLY INCOME		HUSBAND 1974 ACTUAL	HUSBAND 1975 ESTIMATED	WIFE 1974 ACTUAL	WIFE 1975 ESTIMATED	INDEPENDENT APPLICANT 1974 ACTUAL	INDEPENDENT APPLICANT 1975 ESTIMATED
SS SALARY/WAGES – ATTACH COPY OF 1974 T4		$	$	$	$	$	$
BUSINESS/FARM INCOME – ATTACH COPY OF 1974 T1 LIST OF CAPITAL COST ALLOWANCES FOR 1974		$	$	$	$	$	$
NCOME FROM	INVESTMENTS	$	$	$	$	$	$
	PENSION	$	$	$	$	$	$
	ALIMONY	$	$	$	$	$	$
	INTEREST ON SAVINGS ACCOUNTS	$	$	$	$	$	$
DEPENDENT APPLICANT, PROVIDE F THAT EDUCATIONAL COSTS ARE BEING MET BY WELFARE BENEFITS ►	WELFARE	$	$	$	$	$	$
	OTHER (SPECIFY)	$	$	$	$	$	$
	TOTAL INCOME	$	$	$	$	$	$
	INCOME TAX PAID	$	$	$	$	$	$

AMES AND AGES OF **ALL DEPENDENT** CHILDREN

NAME	AGE	AMOUNT OF TAX CLAIMED	NAME OF SCHOOL	NAME	AGE	AMOUNT OF TAX CLAIMED	NAME OF SCHOOL
		$				$	
		$				$	
		$				$	
		$				$	

DECLARATION BY PARENT/GUARDIAN OR INDEPENDENT APPLICANT
DECLARE THAT THE INFORMATION SUBMITTED ON THIS FORM IS CORRECT TO THE BEST OF MY KNOWLEDGE. I MAKE THIS DECLARATION KNOWING IT TO BE OF THE SAME FORCE AND EFFECT AS IF MADE UNDER OATH BY VIRTUE OF THE CANADA EVIDENCE ACT.

ADDRESS ____________________
SIGNATURE:
DATE:
NAME (PLEASE PRINT):

ON 3 TO BE COMPLETED BY PRINCIPAL OR HEAD OF GUIDANCE
CERTIFY THAT THE APPLICANT NAMED ABOVE IS A STUDENT IN GOOD STANDING
T ____________________
(NAME OF SCHOOL)
N THE FINAL YEAR OF A ________ YEAR COURSE.

TE ____________
SIGNATURE OF PRINCIPAL OR HEAD OF GUIDANCE

NAME (PLEASE PRINT)

OFFICE USE ONLY

LG3 ☐ A ☐ B ☐ C LG4 ☐

KEYPUNCH INSTRUCTIONS

INSTITUTION CODE	Cols. 5-10	5 ☐☐☐☐☐☐ 10
SOCIAL INSURANCE NUMBER	Cols. 12-20	
STUDENT'S SURNAME	Cols. 21-43	
STUDENT'S INITIALS	Cols. 44-45	
AMOUNT OF CHEQUE	Cols. 46-50	46 0 0 1 0 0 50

COMPLETED FORM
DOCUMENTS TO:
THE ADMINISTRATOR,
ONTARIO SECONDARY SCHOOL BURSARY PROGRAM,
MOWAT BLOCK,
TORONTO, ONTARIO,
M7A 1L2
TELEPHONE 965-2565

87 (4/75)

Ministère
de l'Éducation
Ontario

DEMANDE DE BOURSE D'ÉTUDES SECONDAIRES DE L'ONTA
1975-76

LES DEMANDES DOIVENT ÊTRE SOUMISES AVANT LE 15 MARS 1976. ON N'ACCEPTERA AUCUNE DEMANDE APRÈS CETTE DATE. RÉPONDRE SOIGNEUSEMENT AUX QUESTIONS ET ÉCRIRE EN LETTRES MOULÉES.

1.

100 NO D'ASSURANCE SOCIALE
101 ☐ M. ☐ MME ☐ MLLE
102 NOM
103 PRÉNOM(S) ET INITIALES
104 NO ET RUE
105 APP.
106 CITÉ, VILLE OU BUREAU DE POSTE
107 CODE POSTAL
108 NO DE TÉLÉPHONE
109 DATE DE NAISSANCE JOUR MOIS ANNÉE
110 RÉSIDENCE JUSQU'À LA DATE DE LA PRÉSENTE DEMANDE (a) AU CANADA DEPUIS MOIS ANNÉE JUSQU'EN MOIS ANNÉE (b) EN ONTARIO DEPUIS JOUR MOIS ANNÉE JUSQU'EN JOUR MOIS A
111 NOM DE L'ÉCOLE SECONDAIRE QUE VOUS FRÉQUENTEZ ACTUELLEMENT
112 NO DE TÉLÉPHONE
113 NO ET RUE
114 CITÉ OU VILLE
115 ANNÉE TERMINÉE EN JUIN 1975
116 GENRE DE PROGRAMME EN 1975-76 ☐ DIPLÔME D'ÉTUDES SECONDAIRES ☐ DIPLÔME SUPÉRIEUR D'ÉTUDES SECONDAI

2. À REMPLIR PAR LE PÈRE, LA MÈRE OU LE TUTEUR **OU** PAR L'ÉTUDIANT INDÉPENDANT

200 ☐ PÈRE ET MÈRE ☐ LE PÈRE OU LA MÈRE SEULEMENT
201 NOM DU CHEF DE FAMILLE
202 PROFESSION
203 NOM ET ADRESSE DE L'EMPLOYEUR
204 NOM DU CONJOINT
206 PROFESSION
206 NOM ET ADRESSE DE L'EMPLOYEUR

207

REVENU ANNUEL		MARI 1974 RÉEL	MARI 1975 PRÉVU	FEMME 1974 RÉEL	FEMME 1975 PRÉVU	ÉLÈVE INDÉPENDANT 1974 RÉEL	ÉLÈVE INDÉPENDANT 1975 PRÉVU
SALAIRE BRUT -- JOINDRE COPIE T4 1974		$	$	$	$	$	$
REVENU NET D'EXPLOITATION AGRICOLE OU COMMERCIALE ET DÉDUCTIONS POUR AMORTISSEMENT EN 1974		$	$	$	$	$	$
REVENU PROVENANT DE:	PLACEMENTS	$	$	$	$	$	$
	PENSION	$	$	$	$	$	$
	PENSION ALIMENTAIRE	$	$	$	$	$	$
	INTÉRÊTS SUR ÉPARGNES	$	$	$	$	$	$
LES ÉLÈVES INDÉPENDANTS DOIVENT FOURNIR LA PREUVE QUE LES PRESTATIONS SOCIALES NE SUFFISENT PAS À COUVRIR LEURS FRAIS D'ÉTUDES ►	ASSISTANCE SOCIALE GÉNÉRALE	$	$	$	$	$	$
	AUTRE (PRÉCISER)	$	$	$	$	$	$
	REVENU TOTAL	$	$	$	$	$	$
	IMPÔT PAYÉ SUR LE REVENU	$	$	$	$	$	$

208 NOM ET ÂGE DE **TOUS LES ENFANTS** À CHARGE

NOM	ÂGE	MONTANT DE DÉDUCTION DE L'IMPÔT	NOM DE L'ÉCOLE	NOM	ÂGE	MONTANT DE DÉDUCTION DE L'IMPÔT	NOM DE L'ÉCOLE
		$				$	
		$				$	
		$				$	
		$				$	

209 DÉCLARATION DU PÈRE, DE LA MÈRE, DU TUTEUR OU DE L'ÉLÈVE INDÉPENDANT

JE CERTIFIE QUE LES RENSEIGNEMENTS DONNÉS DANS LA PRÉSENTE DEMANDE SONT EXACTS D'APRÈS MA CONSCIENCE ET MON INTIME CONVICTION. JE FAIS LA PRÉSENTE DÉCLARATION SACHANT QU'ELLE A LA MÊME PORTÉE QUE SI JE LA FAISAIS SOUS SERMENT, EN VERTU DE LA LOI SUR LA PREUVE AU CANADA.

ADRESSE ____________________ SIGNATURE: ____________________

DATE: NOM (EN LETTRES MOULÉES)

3. À REMPLIR PAR LE DIRECTEUR D'ÉCOLE OU LE CHEF DES SERVICES D'ORIENTATION

300 JE CERTIFIE QUE LE REQUÉRANT NOMMÉ CI-DESSUS EST UN ÉLÈVE RÉGULIER

À ____________________
(NOM DE L'ÉCOLE)

EN L'ANNÉE TERMINALE DU COURS DE ________ ANS.

DATE ____________________

SIGNATURE DU DIRECTEUR D'ÉCOLE OU DU CHEF DES SERVICES D'ORIENTATION

NOM (EN LETTRES MOULÉES)

ENVOYER CE FORMULAIRE DÛMENT REMPLI ET SIGNÉ AU:

DIRECTEUR
PROGRAMME DE BOURSES AUX ÉLÈVES DES ÉCOLES SECONDAIRES
ÉDIFICE MOWAT
QUEEN'S PARK
TORONTO, ONTARIO
M7A 1L2
TÉL: (416) 965-2565

OFFICE USE ONLY

LG3 ☐ ☐ ☐
A B C

LG4 ☐

KEYPUNCH INSTRUCTIONS

INSTITUTION CODE	Cols. 5-10
SOCIAL INSURANCE NUMBER	Cols. 12-20
STUDENT'S SURNAME	Cols. 21-43
STUDENT'S INITIALS	Cols. 44-45
AMOUNT OF CHEQUE	Cols. 46-50

5

0 0 1 0

46

ME 987 (4/75)

Ministry
of
Education
ario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 46

LIBRARY
MAY 13 1975
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: UNEMPLOYMENT INSURANCE BENEFITS
AND COURSES FOR TEACHERS

The Ministry is continuing a pilot project to enable a teacher who may be unemployed to take courses which will improve the opportunities for employment.

This project has been developed in co-operation with the Unemployment Insurance Commission and the Ontario Teachers' Federation and will be limited to approximately 25 teachers.

An eligible teacher will receive an allowance from the Ministry which will be supplemented by the Unemployment Insurance Commission to the maximum amount to which the teacher would be entitled if he or she were unemployed and in receipt of benefits from the Commission.

An applicant shall

(a) be otherwise eligible for unemployment insurance benefits according to the normal requirements of the Unemployment Insurance Act and Regulations,

(b) have been employed in a teaching capacity by a school board for a minimum of 20 weeks (either as a part-time or full-time teacher), normally within the last year, and shall submit evidence of his or her attempts to find other employment as a teacher,

(c) be prepared to attend a program full time,

(d) submit evidence that the intended program of courses will improve the opportunities for employment as a teacher, and

(e) submit an application form which is available from the Teacher Education and Certification Branch, Ministry of Education, Mowat Block, Parliament Buildings, Queen's Park, Toronto, Ontario, M7A 1L2, before September 30, 1975.

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Would you be good enough to bring this memorandum to the attention of any teacher who would be eligible to participate in this project.

G. H. Waldrum
Deputy Minister of Education

May 2, 1975

Ministry
of
Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:47

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE:
1. CERTIFICATION OF GRADUATES OF THE INSTITUTE OF CHILD STUDY
2. DATES OF SEMINAR ON METRICATION AND LOCATION OF COURSE FOR TEACHERS OF DRIVER EDUCATION
   References: Memorandum 1974-75:27 and Booklet PROFESSIONAL SUMMER COURSES FOR TEACHERS
3. INFORMATION RECEIVED FROM ALBERTA DISASTER SERVICES

1. CERTIFICATION OF GRADUATES OF THE INSTITUTE OF CHILD STUDY

Graduates in the 1974-75 program of the Institute of Child Study, Faculty of Education, University of Toronto, who are recommended by Dean Ricker will be granted a Primary School Specialist Certificate by the Ministry of Education.

Holders of this certificate may broaden their certification and qualify for an Elementary School Teacher's Certificate, Standard 4, by the successful completion of a Professional Summer Course. In the summer of 1975, this course will be offered at the Faculty of Education of the University of Western Ontario. See page 35 of booklet PROFESSIONAL SUMMER COURSES FOR TEACHERS, 1975.

2. DATES OF SEMINAR ON METRICATION AND LOCATION OF COURSE FOR TEACHERS OF DRIVER EDUCATION

References: Memorandum 1974-75:27 and Booklet PROFESSIONAL SUMMER COURSES FOR TEACHERS

(a) The dates of the Seminar on Metrication on page 28 of the booklet PROFESSIONAL SUMMER COURSES FOR TEACHERS should read - August 11 - 15.

(b) The location of the Course for Teachers of Driver Education will be:

Humber College, North Campus,
Humber College Blvd.,
via Highway 27, North of 401.
(not Ontario Motor League, Willowdale)

(over)

3. INFORMATION RECEIVED FROM ALBERTA DISASTER SERVICES

Alberta Disaster Services, 10320 - 146 Street, Edmonton, Alberta, T5N 3A2 have informed us that many of the materials being requested from them by teachers and school librarians are publications of Emergency Planning Canada and should be ordered from that source at L. B. Pearson Building, 125 Sussex Drive, Ottawa K1A 0W6.

The periodical *Survival* published by Alberta Disaster Services has now been replaced by *News and Notes*. Subscriptions to this periodical may be obtained from Alberta Disaster Services.

A booklet entitled *Emergencies Happen! a citizen's handbook* is also available from Alberta Disaster Services.

J F Kinlin.

J. F. Kinlin
Assistant Deputy Minister

May 6, 1975.

Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:48

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: SCHOOL BUS TRANSPORTATION SAFETY

Everyone is aware of public concern for the safe transportation of children to and from school and of the continuing need for efforts to improve all aspects of safety in this field.

During the past few school years, over a half-million students have been bused daily over a total of a half-million miles in Ontario.

In 1972-73 (the latest year for which statistics are available at this time) there were 542 collisions involving school buses, in which 260 students were injured. No fatalities occurred in these bus collisions or on the roads when students were boarding or disembarking from buses. Three students were killed in other types of accidents involving school buses. Thus, in that school year, for every 100,000 student passengers 47 were injured in school bus accidents. The fatality rate was .6 per 100,000 students. In collisions in all types of motor vehicles in the province in 1973, 1,224.2 per 100,000 passengers were injured and the fatality rate was 24.5 per 100,000 passengers.

Compared to other types of motor vehicle transportation in the province school transportation is relatively safe. It is a prime responsibility of each school board to maintain and improve this safety record. It is, therefore, strongly urged that school boards comply with the following recommendations:

(a) To ensure the mechanical fitness of school transportation vehicles each board should be certain that the four annual examinations are properly and thoroughly carried out on every vehicle used to transport students. The board should insist on receiving copies of each examination report. From time to time a transportation official of the board should make unscheduled examinations.

(b) Older buses (owned and contracted) which do not meet all of the safety standards of CSA D250 should be updated as much as possible to meet acceptable safety standards.

(over)

(c) Some schools and some students' councils rent vehicles for transportation to and from school activities using teachers or students as drivers. The board must ensure that such vehicles are safe, are not overcrowded and have sufficient insurance coverage, and that the drivers are licensed to drive this particular type of vehicle. (It is expected that a new classified licence system will come into effect later this year).

(d) The Ministry of Education grants are designed to allow one seat for each student. School bus routes should be planned so that under normal circumstances, there would be no standees.

(e) As an additional safety measure boards should provide regular refresher courses and seminars for all school bus drivers. The expertise of the Ministry of Transportation and Communications and the Ontario Provincial Police could be utilized in these programs.

(f) It is good policy to require school bus drivers to be qualified in first aid administration.

(g) In order to cover all aspects of school transportation safety, the students must be aware of their responsibilities. It is hoped that all schools are carrying out regular programs promoting highway and street safety including school transportation safety, with particular emphasis on road crossing and bus evacuation. To heighten the quality of these programs, leaflets, posters, films and film strips are available from the Ministry of Transportation and Communications.

The commencement, on September 1, 1975, of the new rules concerning the stopping of school buses gives boards an excellent rationale for a careful review of their overall program for school transportation safety.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

May 20, 1975.

rio

Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: 49

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: SCHOOL SEPTEMBER REPORT 1975

The purpose of this memorandum is to provide some advance notice of the general areas which have been added to the School September Report for 1975. The Report, which will be mailed to you in August, will include:

1. Special Education in all schools -

   Data requested will be as of September 30, 1975.
   Additional information is required by the Special Education Branch in order to project future trends and provide direction and leadership in the education of exceptional students.

2. Student Dropouts and Re-entrants in secondary schools -

   In order to obtain more precise data, the September Report for 1975 will include a section requesting information on school dropouts and re-entrants over the 1974-75 school year.

IBRARY
JUN 13 1975
ONTARIO INSTITUTE
STUDIES IN EDUCATION

3. French Language Programs in secondary schools -

   The Ministry requires information regarding teachers and pupils in French Language Programs. Questions centre on the movement of French language teachers and students during the 1974-75 school year.

We are enclosing mockups of the information which will be required from each school in the hope that when the form arrives, you will be able to report the data as fully as possible.

We appreciate your co-operation in these matters and trust that the data collected will prove to be of significant benefit to all concerned.

9713
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J. S. Stephen

J. S. Stephen,
Assistant Deputy Minister.

May 30, 1975.

EDUCATION FOR EXCEPTIONAL STUDENTS	PROGRAMS BY LANGUAGE OF INSTRUCTION				AGE DISTRIBUTION BY LANGUAGE OF INSTRUCTION							
	SELF-CONTAINED		RESOURCE WITHDRAWAL		8 & Under		9 - 11		12 - 15		16 & Over	
A. STUDENT DATA ACCORDING TO PROGRAM AREA OF EXCEPTIONALITY	ENGLISH	FRENCH	ENGLISH	FRENCH	ENGLISH	FRENCH	ENGLISH	FRENCH	ENGLISH	FRENCH	ENGLISH	FRENCH
1. BEHAVIOURAL												
Emotionally disturbed, socially maladjusted	___	___	___	___	___	___	___	___	___	___	___	___
Autistic	___	___	___	___	___	___	___	___	___	___	___	___
2. COMMUNICATIONS												
Learning disabilities	___	___	___	___	___	___	___	___	___	___	___	___
Speech	___	___	___	___	___	___	___	___	___	___	___	___
Deaf	___	___	___	___	___	___	___	___	___	___	___	___
Hard of hearing	___	___	___	___	___	___	___	___	___	___	___	___
Aphasic												
3. INTELLECTUAL												
Gifted	___	___	___	___	___	___	___	___	___	___	___	___
Educable and slow learners	___	___	___	___	___	___	___	___	___	___	___	___
Trainable	___	___	___	___	___	___	___	___	___	___	___	___
4. PHYSICAL												
Orthopaedic	___	___	___	___	___	___	___	___	___	___	___	___
Cerebral palsy	___	___	___	___	___	___	___	___	___	___	___	___
Muscular dystrophy	___	___	___	___	___	___	___	___	___	___	___	___
Limited vision	___	___	___	___	___	___	___	___	___	___	___	___
Braille	___	___	___	___	___	___	___	___	___	___	___	___
5. MULTI-HANDICAPPED	___	___	___	___	___	___	___	___	___	___	___	___
6. HOME INSTRUCTION			___	___	___	___	___	___	___	___	___	___
7. OTHER (SPECIFY)	___	___	___	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	___	___	___	___	___	___	___	___	___

B. EQUIPMENT USED BY STUDENTS

	Number
1. Radio frequency hearing aid	___
2. Hard wire hearing aid	___
3. Induction loop system	___
4. Braille writer	___
5. Optic aids (magnifying devices)	___
6. Wheelchair	___

C. FACILITIES

Does your school have facilities to accommodate physically handicapped children?
Yes ___
No ___

If yes, please specify:
Ramp ___
Oversize toilet stalls ___
Elevator ___
Other (specify) ___

D. Handicapped children of compulsory school age in your school jurisdiction not enrolled in any school.

Total
English Speaking ___
French Speaking ___

SECONDARY SCHOOL SEPTEMBER REPORT 1975

STUDENT DROPOUTS AND RE-ENTRANTS

O. DISTRIBUTION BY AGE AND SEX

	DROPOUTS		RE-ENTRANTS	
AGE	MALE	FEMALE	MALE	FEMALE
11 & under	___	___	___	___
12	___	___	___	___
13	___	___	___	___
14	___	___	___	___
15	___	___	___	___
16	___	___	___	___
17				
18	___	___	___	___
19	___	___	___	___
20	___	___	___	___
21	___	___	___	___
22 & over	___	___	___	___
Sub-totals	___	___	___	___
	Total ___		Total ___	

P. DISTRIBUTION BY PROGRAM AND LAST YEAR OF REGISTRATIO

STUDENT DROPOUTS

YEAR	SERVICE	OCCUPATIONAL	SSGD	SSHGD
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
4	___	___	___	___
5	___	___	___	___
Total	___	___	___	___

STUDENT RE-ENTRANTS

YEAR	SERVICE	OCCUPATIONAL	SSGD	SSHGD
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
4	___	___	___	___
5	___	___	___	___
Total	___	___	___	___

DROPOUT - A dropout is a student who leaves school without successfully completing a certificate or diploma progr which the student has started.

RE-ENTRANT - A re-entrant is a student who has re-entered secondary school after officially withdrawing from scho

SCHOOL SEPTEMBER REPORT 1975

FRENCH LANGUAGE STUDENTS AND TEACHERS

Q. FRENCH-SPEAKING STUDENTS

A. ADMISSIONS SINCE SEPT. 30, 1974 TO THIS SCHOOL

	TOTAL	NUMBER IN A FRENCH LANGUAGE PROGRAM
STUDENTS ENROLLED PREVIOUSLY IN A FRENCH LANGUAGE:		
1. elementary school in Ont.	___	___
2. program in a secondary school in Ont.	___	___
3. school outside Ont.	___	___

B. TRANSFERS SINCE SEPT. 30, 1974 FROM THE FRENCH LANGUAGE PROGRAM IN THIS SCHOOL TO:

1. the English Language Program

   i) in this school ___

   ii) in another secondary school in Ont. ___

2. the French Language Program in another secondary school in Ont. ___

C. RETIREMENTS SINCE SEPT. 30, 1974 FROM THE FRENCH LANGUAGE PROGRAM IN THIS SCHOOL

1. Number of students who have retired before completing their scheduled program of studies ___

R. FULL-TIME FRENCH-SPEAKING TEACHERS ACQUIRED SINCE SEPT. 30, 1974

TO TEACH:	FRENCH AS A SECOND LANGUAGE ONLY	USING FRENCH AS A LANGUAGE OF INSTRUCTION	USING ENGLISH ONLY AS A LANGUAGE OF INSTRUCTION
1. FROM A FRENCH LANGUAGE			
i) elementary school in Ont.	___	___	___
ii) program in a secondary school in Ont.	___	___	___
iii) school outside Ont.	___	___	___
2. BEGINNERS: GRADUATES OF THE FACULTY OF EDUCATION UNIVERSITY OF OTTAWA FRENCH LANGUAGE PROGRAM	___	___	___

Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:50

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE:
1. COMMONWEALTH DAY MESSAGE FROM HER MAJESTY THE QUEEN
2. INFORMATION FOR STUDENTS TRAVELLING ABROAD
3. THE EDUCATION ACT, 1974 - Ref. Memorandum 1974-75:20
4. ST. JOHN SAFETY-ORIENTED FIRST AID
5. CANADA WEEK

LIBRARY
JUN 16 1975
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

1. COMMONWEALTH DAY MESSAGE FROM HER MAJESTY THE QUEEN

The message from Her Majesty the Queen, Head of the Commonwealth, arrived too late for inclusion in the Commonwealth Day and Citizenship Day materials which were sent to the schools on April 23. It is forwarded now in the hope that you will make it available to your staff and students.

2. INFORMATION FOR STUDENTS TRAVELLING ABROAD

During the summer many students will probably be travelling outside Canada. Past experience indicates that inevitably a certain percentage of this group through lack of awareness of local customs, social taboos or laws and regulations, may encounter problems. In 1974 over 200 Canadians were in foreign jails. Of these, 80 per cent were young people and 65 per cent were imprisoned for drug-related offences.

The Secretary of State for External Affairs, Ottawa, Canada, has informed the Minister of Education that the Bureau of Consular Services has initiated a broad consular education program to publicize to Canadians the potential pitfalls in foreign travel, as well as the services provided both in Canada and abroad. The Bureau works closely with posts abroad in giving whatever assistance is possible when Canadians find themselves in difficulties in a foreign country.

A booklet entitled INFORMATION FOR CANADIANS TRAVELLING ABROAD and a pamphlet BON VOYAGE have been issued recently by the Bureau and are being distributed to travel agents, passport offices, and public libraries.

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(over)

In the interests of the personal safety and welfare of travellers, as well as the protection of the good image of Canada in other countries, the assistance of all principals is requested in drawing the above information and publications to the attention of students and staff. It is suggested that travellers contact their travel agent or write to the following address for the booklets mentioned above:

Bureau of Consular Services,
Secretary of State for External Affairs,
Ottawa, Ontario.
K1A 0G2

3. THE EDUCATION ACT, 1974 - Ref. Memorandum 1974-75:20

Attention was drawn to particular items in the Education Act, 1974, which are of particular interest and concern. The reference to Section 250(1)(d) may have been unduly brief:

"It is now required that a supervisory officer provide to a teacher a copy of any report that he makes in respect of the teacher".

The reference was based on the assumption that whatever material the supervisory officer prepares is not a report until it is submitted as specifically required by the board, or in relation to a reporting policy previously adopted by the board.

4. ST. JOHN SAFETY-ORIENTED FIRST AID

Emergency Training in First Aid is available from St. John Ambulance. This organization is prepared to provide a special eight-hour course for teachers for this purpose. This course will be of value to the teacher in reaching the objectives of First Aid instruction for students in Health Education Courses. It will also permit teachers, who successfully complete such courses, to prepare students to have an increased awareness of everyday hazards. Such a course could also give students an ability to deal with injuries in the case of an emergency at school or during employment in the periods of the year when they are not in school.

Further information on the program may be obtained by writing to:

Director of Training,
St. John Ambulance,
46 Wellesley Street East,
Toronto, Ontario.
M4Y 1G5

5. CANADA WEEK

The Federal Government has proclaimed June 24 to July 1, 1975, as "Canada Week". As stated in Canadian Studies, a Supplement to H.S.1, 1975-76, "In these days of world turmoil and uncertainty, it is of great and increasing importance that our young people come to appreciate and understand this country of ours - Canada - its culture, its heritage, and its national identity - and to have confidence in our unique place and status in the community of nations."

Recognizing that many students will be out of school at that time, teachers and principals are encouraged to plan appropriate activities leading to the celebration of Canada Day, July 1, 1975. Teachers at the elementary level may find useful ideas in the Commonwealth Day and Citizenship Day materials sent by the Minister on April 23, 1975. Teachers at the secondary level are encouraged to plan appropriate activities that recognize Canada Week in a way that is consistent with their present curriculum plans.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

June 4, 1975.

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Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:52

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

LIBRARY
JUL 9 1975
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

RE:
1. "OH! CANADA" KITS
2. INTERNATIONAL WOMEN'S YEAR
3. METRIC STYLE IN MINISTRY MEMORANDA
4. BOOKLET FOR SCHOOL LIBRARIES

1. "OH! CANADA" KITS

The office of the Commissioner of Official Languages of the federal government has prepared for distribution by provincial educational authorities a bilingual motivational kit, "Oh! Canada", for use in classes of French/English as a second language.

The Ministry of Education, Ontario, will be forwarding two "Oh! Canada" kits to each school in the Province. In addition, officials of the Regional Offices of the Ministry are prepared to assist in intensive evaluations of the kit in a limited number of classrooms in the Province. If one or more schools representing your Board wish to volunteer for participation in such an evaluative study, please contact the Superintendent of Curriculum Services in the Regional Office.

The Commissioner of Official Languages has expressed a desire to have the benefit of any information relating to evaluations of the kit by schools or school boards. Accordingly, if such information is available, it would be appreciated if you would forward it to the Superintendent of Curriculum Services in the Regional Office before November 30, 1975.

2. INTERNATIONAL WOMEN'S YEAR

During the school year 1974-75 some very interesting programs have been organized by the schools to focus on the interests of female students during a year proclaimed by the United Nations as International Women's Year. The programs have dealt with a variety of subjects including the need for increased awareness by students of the changing occupational outlook of women in today's society and the educational and training objectives required if women are to take full advantage of the opportunities now open to them.

(over)

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Career day programs have featured addresses with question and answer periods by women who are occupying important positions (in both traditional and non-traditional roles) in fields such as medicine, business and industry, government, and teaching, administration and research in universities and colleges.

During the fall of 1975 it is suggested that schools organize a program to suit the needs of their own students if they have not already done so. It is understood, of course, that male as well as female students will benefit from school programs which will make them more aware of the changing patterns of today's society.

3. METRIC STYLE IN MINISTRY MEMORANDA

Ministry Memoranda will conform to the rules for Metric style from this date. For example, sentence 4 of paragraph 3 in Memorandum 1974-75:48 regarding"School Bus Transportation Safety"reads:

"The fatality rate was .6 per 100,000 students. In collisions in all types of motor vehicles in the Province in 1973, 1,224.2 per 100,000 passengers were injured and the fatality rate was 24.5 per 100,000 passengers."

To conform to the rules for Metric style the same sentence would read:

"The fatality rate was 0.6 per 100 000 students. In collisions in all types of motor vehicles in the Province in 1973, 1 224.2 per 100 000 passengers were injured and the fatality rate was 24.5 per 100 000 passengers."

The date at the end of this memorandum, May 20, 1975, would read 1975 05 20.

4. BOOKLET FOR SCHOOL LIBRARIES

A booklet entitled Ontario Historic Sites, Museums, Galleries and Plaques will be sent to each school for use in the school library. The publication contains an alphabetical listing of museums, art galleries, national historic sites, cairns and provincial plaques. The information provided for each entry will, it is hoped, prove particularly useful in helping students with local history studies.

for H. K. Fisher
Assistant Deputy Minister

1975 6 26

Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75:53

LIBRARY
JUL 4 1975
THE ONTARIO INSTITUTE
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MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: SCHOOL SEPTEMBER REPORT 1975

The School September Report provides essential management information for board, regional and provincial offices. You are again requested to ensure that all sections of the Report are completed accurately.

In our memorandum 1974-75:49, dated May 30, 1975, we outlined three additional areas of data requirements this year. We trust this advance notification of requirements provided adequate time to collect the data for those areas based on the 1974-75 school year. These additional items reflect the importance of changing information to the planning and educational decision-making functions.

Directors of Education and Regional Directors of Education will receive duplicate lists of the names and addresses of schools to which forms have been sent. The lists of schools will include names and addresses as reported in the June Board Report.

Pre-identified forms and a copy of the instructions for the completion of the September Reports will be mailed directly to each school. To ensure early availability of the data, the principal should retain the blue copy and forward the remainder of the set of forms to the board office by October 8. Board and Regional officials will receive a suggested check list as an aid in their review of the forms.

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J. S. Stephen
J. S. Stephen
Assistant Deputy Minister

June 30, 1975

Ministry
of
Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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1974:B 14

Preceding issues in the 1973/74 section

RECEIVED
OCT 7 1974
Director's Office
O.I.S.E.

MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

RE: SCHOOL BOARD PER PUPIL EXPENDITURE
SURVEY OF 1973 FINANCIAL STATEMENTS
AND OF 1974 ESTIMATES

In 1971 the Ministry commenced the annual publication of statistics on per pupil expenditure of school boards.

Enclosed are two recently prepared analyses in respect of

(a) 1973 Financial Statements, and
(b) 1974 Estimates.

These are prepared in the same format as last year. Please note that Average Daily Enrolment figures now include the equivalent Average Daily Enrolment of Night School and Summer School Students.

The information provided in these reports pertains to divisional boards of education and combined Roman Catholic Separate School Boards only.

The Ministry intends to prepare additional comparative analyses of per pupil expenditure by function and by economic classification and to make this information available in the Regional Offices for boards that may wish further details. It is expected that these reports will be completed in October.

A. T. Carnahan
for H. K. Fisher,
Assistant Deputy Minister.

Encl.

September 17, 1974.

c.c. Regional Directors of Education

Ministry
of
Education
ntario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974: B16

MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

RE: RENTAL OF SURPLUS CLASSROOM SPACE
TO NON-PROFIT ORGANIZATIONS

This memorandum pertains to the leasing of surplus classroom space in a school building which is continuing to be operated by a school board under the jurisdiction of a principal. Before considering an application by a school board to waive the negative grant associated with the leased space, the Ministry of Education shall determine the ratio of enrolment in the school under consideration to the Ontario Ministry of Education's capacity for that school.

(1) If this ratio is not less than 60%, the Ministry of Education will not require a statement from those other school boards which might have a legitimate interest in the vacant space.

(2) If this ratio is less than 60%, the Ministry of Education will require a statement from any other school board, which might have an interest in the vacant space, declaring its intentions with regard to such space.

Where a school board and a non-profit organization enter into a lease agreement, the recognized extraordinary expenditure in respect of revenue from rental accommodation will not be reduced if the following conditions are met:

(1) The school in which space is being leased is continuing to be operated under the jurisdiction of a school principal. (If this condition is not applicable, then the procedure outlined in memorandum 1974: B2 shall apply).

(2) (a) The space being leased is not altered and the lease is for a maximum of one year.

(b) The space being leased is altered by the lessee; the lease may be up to a maximum of five years.

(3) The lessee is an organization incorporated under Part III of The Corporations Act, Ontario, or is an organization acceptable to the Minister for this purpose.

(4) The non-profit organization pays a board a rental charge which is designed to cover only the operating costs associated with the leased space.

Over

If a board alters an eligible space to suit the needs of the lessee such changes are not eligible for grant purposes. If the board receives reimbursement from the lessee for such alterations, there will be no reduction in recognized extraordinary expenditure. Upon expiry of the lease where building alterations have been made and where the lease is not renewed, the cost of alterations to restore the space to its original use, or a new use, will not be eligible for grant purposes.

H. K. Fisher

H. K. Fisher,
Assistant Deputy Minister.

December 19, 1974.

cc: Regional Directors of Education

Ontario

1974: B17

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inister

Ministry of
Education

416/965-2605

Mowat Block
Queen's Park
Toronto Ontario
M7A 1L2

MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

DATE: DECEMBER 20, 1974

Attached are copies of the following documents which the Honourable Thomas L. Wells, Minister of Education, has today mailed to the Chairman of your Board:

1. A memorandum explaining the major changes in the method of determining the 1975 Weighting Factors and other Significant Changes for the 1975 General Legislative Grants,
2. Detail of the Board's Grant and Expenditure Weighting Factors for 1975, and
3. A detailed explanation of the method of calculation of the Weighting Factors for 1975.

In addition, there is enclosed a Schedule showing the Grant and Expenditure Weighting Factors for all boards in the Province.

I thought you would wish to have copies of this information.

G.H. Waldrum

G. H. Waldrum,
Deputy Minister of Education.

cc. Regional Directors of Education

1975 WEIGHTING FACTOR INFORMATION

The following information is designed to provide the rationale for each weighting factor, the method of calculating each factor, and the data sources.

1. SPECIAL EDUCATION

Elementary

The additional cost of providing special education programs and services, resulting from a higher expenditure on instruction and education services for special education pupils, is recognized for grant purposes through a combination of:

a) a specific amount for special education within the grant ceilings, and

b) the special education weighting factors.

The amount \$23.25 per pupil has been identified as being the specific amount for special education expenditure within the grant ceilings for both 1974 and 1975. All additional costs of providing special education programs and services that are in excess of \$23.25 per pupil are recognized through the weighting factors.

Calculation:

Step A Full-time equivalent of all special education resource teachers, and all special education teachers in self-contained programs other than classes for the gifted and language of instruction classes. Where a board is reimbursed for the salary of teachers providing special education programs in a psychiatric facility or detention and observation home, such teachers are excluded from the calculation.

Step B Full-time equivalent of special education teacher aides paid by the board.

Step C $$\frac{\left[(A \times \frac{2}{3}) + (B \times \frac{1}{2})\right] \times \$12{,}000}{\text{Board enrolment } 30/9/73} = \$/\text{pupil}$$

$(A \times \frac{2}{3})$ - as the average pupil-teacher ratio in special education programs is approximately 1/3 of the mainstream program, $(A \times \frac{2}{3})$ represents the additional teachers employed by the board.

(B x ½) - paid teacher aides are additional staff, however, they are paid approximately one half the professional staff rate.

$12,000 - average salary for special education personnel.

Step D $ per pupil from Step C x 1.5

1.5 - to recognize the additional supplies, services and personnel such as social and psychological services not measured directly in the calculation of the expenditure per pupil for special education.

Step E Board's weighting factor is

$$\frac{\$\text{ per pupil from Step D} - \$23.25}{\$876}$$

$23.25 - the basic level of special education expenditure within the grant ceiling for 1975.

$876 - the stated ceiling per pupil for 1975.

Data Sources:

Special education personnel - 1974 June Board Report.

Enrolment - 1974 September School Report.

In 1975, as in 1974, an adjustment will be made to the board's special education factor to reflect the current programs and services provided by the board. For 1975, the adjustment will be based on the calculation identified above, using the same parameters ($876, $23.25, et al); however, the special education teachers will be changed to reflect the current level of service. For 1975 the board will have the option of having the adjustment based on the data reported on the 1975 June Board Report, or having the adjustment based on a combination of 60 per cent on the basis of the data reported on the 1975 June Board Report and 40 per cent on the basis of comparable data collected in the Fall of 1975. The adjustments for 1975 will be used only in determining the limitation on ordinary expenditure and the amount of recognized ordinary expenditure for 1975. The adjustments for 1975 will not be used in determining a board's rate of grant.

Secondary

The additional cost of providing special education programs and services resulting from a higher expenditure on instruction and education services for special education pupils, is recognized for grant purposes for the following areas of behavioural, communication and physical exceptionality:

(i)	behavioural
(ii)	deaf
(iii)	hard of hearing
(iv)	learning disabilities
(v)	speech
(vi)	blind
(vii)	limited vision
(viii)	orthopaedic
(ix)	multiple
(x)	hospital

All additional costs with respect to these areas of exceptionality are recognized through the weighting factors.

Calculation:

Step A Full-time equivalent of special education teachers providing programs and services in the areas of exceptionality listed above. Where a board is reimbursed for the salary of teachers providing special education programs in a psychiatric facility or detention and observation home, such teachers are excluded from the calculation.

Step B $\dfrac{(A \times \frac{2}{3}) \times 15{,}000}{\text{Board enrolment (30/9/73)}} = \$/\text{pupil}$

$(A \times \frac{2}{3})$ - as the average pupil-teacher ratio in special education programs is approximately 1/3 of the mainstream program, $(A \times \frac{2}{3})$ represents the additional teachers employed by the board.

$15,000 - average salary for secondary school teachers.

Step C $ per pupil from Step B x 1.5

1.5 - to recognize the additional supplies services and personnel such as social and psychological services not measured directly in the calculation of the expenditure per pupil for special education.

Step D Board's weighting factor is $\dfrac{\text{\$ per pupil from Step C}}{\$1391}$

$1391 - the stated ceiling per pupil for 1975.

Data Sources:

Special education personnel - 1974 June Board Report

Enrolment - 1973 September School Report

In 1975, an adjustment will be made to the board's special education factor to reflect the current programs and services provided by the board. For 1975, the adjustment will be based on the calculation identified above, using the same parameters ($1391, et al); however, the special education teachers will be changed to reflect the current level of service. For 1975 the board will have the option of having the adjustment based on the data reported on the 1975 June Board Report, or having the adjustment based on a combination of 60 per cent on the basis of the data reported on the 1975 June Board Report and 40 per cent on the basis of comparable data collected in the Fall of 1975. The adjustments for 1975 will be used only in determining the limitation on ordinary expenditure and the amount of recognized ordinary expenditure for 1975. The adjustments for 1975 will not be used in determining a board's rate of grant.

2. COMPENSATORY EDUCATION

All boards in excess of the median on a scale designed to measure the need for compensatory education services receive a weighting factor to reflect the cost of providing these special services. The factors are graduated according to the need for these special services with the measurement of need being the sum of the board's rating on four independent variables.

a) % of population in receipt of general assistance and family welfare benefits

b) % of all income tax returns with taxable income less than $5,000

c) % of population with neither English nor French as their official language

d) the number of public housing units per 1000 persons adjusted to reflect the bedroom count of the units.

	Secondary	Elementary
18 - 22.99	.010	.020
23 - 27.99	.015	.030
28 - 32.99	.020	.040
33 - 37.99	.025	.050

A) % of population in receipt of general assistance and family welfare benefits

	Rating
1.30 - 2.18	1
2.19 - 3.07	2
3.08 - 3.96	3
3.97 - 4.85	4
4.86 - 5.74	5
5.75 - 6.63	6
6.64 - 7.52	7
7.53 - 8.41	8
8.42 - 9.30	9
9.31 - 10.19	10

Data Source:

Ministry of Community and Social Services, Monthly Statistical Bulletin - December 1973, adjusted to reflect beneficiaries in municipalities with population less than 20,000.

B) % of all income tax returns with taxable income less than $5,000.

	Rating
36.25 - 39.09	1
39.10 - 41.94	2
41.95 - 44.79	3
44.80 - 47.64	4
47.65 - 50.49	5
50.50 - 53.34	6
53.35 - 56.19	7
56.20 - 59.04	8
59.05 - 61.89	9
61.90 - 64.74	10

Data Source:

Taxation Statistics (1974 edition), Department of National Revenue.

C) % of population with neither English nor French as their official language.

	Rating
0 - 2.49	1
2.50 - 4.99	2
5.00 - 7.49	3
7.50 - 9.99	4
10.00 - 12.49	5
12.50 - 14.99	6
15.00 - 17.49	7
17.50 - 19.99	8
20.00 - 22.49	9
22.50 - 24.99	10

Data Source:

Decennial Census of 1971, Catalogue 92-726.

D) The number of public housing units per 1000 persons adjusted to reflect the bedroom count of the units.

	Rating
0 - 1.49	1
1.50 - 2.99	2
3.00 - 4.49	3
4.50 - 5.99	4
6.00 - 7.49	5
7.50 - 8.99	6
9.00 - 10.49	7
10.50 - 11.99	8
12.00 - 13.49	9
13.50 - 14.99	10

Data Source:

Ontario Housing Corporation, Public Housing units under administration - June 30, 1974.

3. FRENCH-ENGLISH COMPOSITE

All boards with relatively small French-English composite schools (≤ 879 pupils) receive a weighting factor to offset the additional cost of operating such schools. For this purpose, a French-English composite school will be defined as one:

a) Having at least 10 credits taught in the French language and at least 10 credits taught in the English language. This does not address the issue of whether the student body is made up of English or French-speaking students or a combination of English and French-speaking students; and

b) having at least a total of six commercial and technical courses, with there being at least three technical courses staffed by a properly certified teacher. The language of instruction for these courses can be either English or French, but the courses must be provided solely for students of the French-English composite school. This does not prevent students from the above-mentioned school from taking additional courses, including technical and commercial courses, jointly with students from another school.

A factor ranging from .01 for a school with an enrolment between 860 and 879 pupils, to .25 for a school with an enrolment less than 400, is multiplied by the ratio of the school enrolment to the board enrolment to determine the board's weighting factor.

Calculation:

A) $\frac{\text{School enrolment (30/9/74)}}{\text{Board enrolment (30/9/74)}} \times \text{School Factor}$

Weighting factor = A or sum of A if more than one school.

School Enrolment	School Factor	School Enrolment	School Factor
0 - 399	.25	640 - 659	.12
400 - 419	.24	660 - 679	.11
420 - 439	.23	680 - 699	.10
440 - 459	.22	700 - 719	.09
460 - 479	.21	720 - 739	.08
480 - 499	.20	740 - 759	.07
500 - 519	.19	760 - 779	.06
520 - 539	.18	780 - 799	.05
540 - 559	.17	800 - 819	.04
560 - 579	.16	820 - 839	.03
580 - 599	.15	840 - 859	.02
600 - 619	.14	860 - 879	.01
620 - 639	.13		

Data Source: Regional Offices.

4. TECHNICAL AND OCCUPATIONAL

Boards receive a weighting factor to offset the additional cost of providing technical and occupational programs and services. All additional costs in excess of \$36 per pupil for instructional salaries and \$7 per pupil for equipment are recognized through the weighting factors. The amount \$36 has been identified as being the basic level of technical and occupations-practical instructional salary expenditure within the grant ceiling for 1975, and \$7 has been identified as the basic level of expenditure for technical and occupational equipment within the grant ceiling for 1975.

Calculation:

Step A Full-time equivalent of all technical and occupations-practical teachers.

Step B $\dfrac{(A \times \frac{1}{3}) \times 15{,}000}{\text{Board enrolment (30/9/73)}} = \$/\text{pupil}$

$A \times \frac{1}{3}$ - as the average pupil-teacher ratio in technical and occupations-practical programs is approximately 2/3 of the main stream program, $(A \times \frac{1}{3})$ represents the additional personnel employed by the board.

15,000 - average secondary teacher salary.

Step C \$ per pupil from Step B - \$36 is the additional expenditure for technical and occupations-practical instructional salaries.

Step D $\dfrac{\text{\$ per pupil from Step C}}{\$36} \times \$7$ is the additional expenditure for technical and occupational equipment.

Step E (\$ per pupil from Step C and \$ per pupil from Step D) x 1.5

1.5 - to recognize the additional services and personnel not measured directly in the calculation of the expenditure per pupil for technical and occupational education.

Step F Board's weighting factor is

$$\frac{\text{\$ per pupil from Step E}}{\$1391}$$

\$1391 - the stated ceiling per pupil for 1975.

Data Sources:

Technical and occupations-practical teachers - 1974 June Board Report.

Enrolment - 1973 September School Report.

5. GOODS AND SERVICES

All boards in a territorial district north of the French River that do not include a city or town with a population in excess of 25,000 within their jurisdiction, receive a weighting factor of .090 to reflect the cost of goods and services in smaller municipalities in Northern Ontario. All other boards in a territorial district and boards in a district municipality or provisional county receive a weighting factor of .060 to reflect the cost of goods and services in such municipalities.

6. AGE OF SCHOOL FACILITIES

All boards in excess of the median with regard to the percentage of pupil places provided before 1945 receive a weighting factor to offset the additional plant operation and maintenance costs related to older school facilities up to a maximum of .020.

Calculation:

Elementary	Secondary
14.75 - 16.24 - .001	10 - 10.99 - .001
16.25 - 17.74 - .002	11 - 11.99 - .002
17.75 - 19.24 - .003	12 - 12.99 - .003
19.25 - 20.74 - .004	13 - 13.99 - .004
20.75 - 22.24 - .005	14 - 14.99 - .005
22.25 - 23.74 - .006	15 - 15.99 - .006
23.75 - 25.24 - .007	16 - 16.99 - .007
25.25 - 26.74 - .008	17 - 17.99 - .008
26.75 - 28.24 - .009	18 - 18.99 - .009
28.25 - 29.74 - .010	19 - 19.99 - .010
29.75 - 31.24 - .011	20 - 20.99 - .011
31.25 - 32.74 - .012	21 - 21.99 - .012
32.75 - 34.24 - .013	22 - 22.99 - .013
34.25 - 35.74 - .014	23 - 23.99 - .014
35.75 - 37.24 - .015	24 - 24.99 - .015
37.25 - 38.74 - .016	25 - 25.99 - .016
38.75 - 40.24 - .017	26 - 26.99 - .017
40.25 - 41.74 - .018	27 - 27.99 - .018
41.75 - 43.24 - .019	28 - 28.99 - .019
≥ 43.25 - .020	≥ 29 - .020

Data Source: School Business and Finance Branch

7. ADMISSIONS

All boards in excess of the median with regard to the ratio of admissions, other than admissions during the month of September, to total enrolment receive a weighting factor to reflect additional costs experienced when the admission rate is high up to a maximum of .020.

Calculation:

$$\frac{\text{Admissions from Oct. 1, 1972 - June 30, 1973}}{\text{Enrolment Sept. 30, 1972}}$$

Elementary			Secondary		
7.25 -	7.61 -	.001	2.70 -	2.90 -	.001
7.62 -	7.98 -	.002	2.91 -	3.11 -	.002
7.99 -	8.35 -	.003	3.12 -	3.32 -	.003
8.36 -	8.72 -	.004	3.33 -	3.53 -	.004
8.73 -	9.09 -	.005	3.54 -	3.74 -	.005
9.10 -	9.46 -	.006	3.75 -	3.95 -	.006
9.47 -	9.83 -	.007	3.96 -	4.16 -	.007
9.84 -	10.20 -	.008	4.17 -	4.37 -	.008
10.21 -	10.57 -	.009	4.38 -	4.58 -	.009
10.58 -	10.94 -	.010	4.59 -	4.79 -	.010
10.95 -	11.31 -	.011	4.80 -	5.00 -	.011
11.32 -	11.68 -	.012	5.01 -	5.21 -	.012
11.69 -	12.05 -	.013	5.22 -	5.42 -	.013
12.06 -	12.42 -	.014	5.43 -	5.63 -	.014
12.43 -	12.79 -	.015	5.64 -	5.84 -	.015
12.80 -	13.16 -	.016	5.85 -	6.05 -	.016
13.17 -	13.53 -	.017	6.06 -	6.26 -	.017
13.54 -	13.90 -	.018	6.27 -	6.47 -	.018
13.91 -	14.27 -	.019	6.48 -	6.68 -	.019
14.28 -	14.04 -	.020	6.69 -	6.89 -	.020

Data Source:

Admissions - 1973 September School Report

Enrolment - 1973 September School Report

8. POPULATION SPARSITY

A) School Boards

All boards with an enrolment less than 3,000 receive a weighting factor to reflect additional administrative costs experienced by small boards.

Enrolment	Weighting Factor
2,000 - 2,999	.010
1,000 - 1,999	.015
< 1,000	.020

B) Schools

I Elementary

All boards with small isolated elementary schools receive a weighting factor to offset the additional administrative and instructional costs experienced in the operation of such schools. All schools with an enrolment of less than 200 pupils that are located in municipalities where the school age population (age 5 to age 14) is less than 5 pupils per square mile, receive an additional 10 per cent per pupil.

Calculation:

$$\text{A)}\ \frac{\text{School enrolment } 30/9/73}{\text{Board enrolment } 30/9/73} \times .1$$

Weighting factor = A or sum of A if more than one school.

Data Source:

Enrolment - 1973 September School Report

School age population per sq.mile - Treasury, Economics & Intergovernmental Affairs

II Secondary

All boards with small isolated secondary schools receive a weighting factor to offset the additional administrative and instructional costs experienced in the operation of such schools. All schools with an enrolment of less than 250 pupils that are located at least 35 miles from the nearest secondary school, receive an additional 10 per cent per pupil.

Calculation:

A) $$\frac{\text{School enrolment 30/9/74}}{\text{Board enrolment 30/9/74}} \times .1$$

Weighting factor = A or sum of A if more than one school.

Data source:

Survey of Regional Offices.

9. INSTRUCTIONAL SALARIES

All boards in excess of the 25th percentile with regard to expenditure per pupil for a combination of teacher experience and teacher qualifications receive a weighting factor to offset the expenditure in excess of the 25th percentile.

Calculation:

A) Sum of the board's expenditure per pupil for the following:

i) teacher experience
ii) teacher qualifications

B) Board's factor is $$\frac{A - \text{25th percentile}}{876/1391}$$

25th percentile elementary is $225.37

25th percentile secondary is $328.18

i) Teacher Experience:

$$\text{Board's average teacher experience} \times \frac{\text{Average increment for Province}}{\text{Average pupil-teacher ratio for Province}} = \$/\text{p}$$

$$\frac{\text{Average increment for Province}}{\text{Average pupil-teacher ratio for Province}} = \text{\$24 elementary and \$35 secondary}$$

$$\text{Board's average teacher experience} = \frac{\text{Total experience recognized for salary purposes}}{\text{Number of teachers}}$$

Data source:

1974 June Board Report.

ii) Teacher Qualifications

$$\text{Board's factor} \times \frac{\text{Average salary in Category I for Province}}{\text{Average pupil-teacher ratio for Province}} = \text{\$/pupil}$$

$$\frac{\text{Average salary in Category I for Province}}{\text{Average pupil-teacher ratio for Province}} = \text{\$322 elementary and \$617 secondary}$$

$$\text{Board's factor} = \left(\frac{\text{Board's weighted teachers}}{\text{Board's teachers}}\right) - 1$$

$$\text{Board's weighted teachers} = \text{Number of teachers in each category} \times \frac{\text{Average salary for each Category for Province}}{\text{Average salary for Category I for Province}}$$

		Elementary	Secondary	
$\frac{\text{Average salary for each Category for Province}}{\text{Average salary for Category I for Province}}$	(Category I	1.00		
	(Category II	1.17		
	(Category III	1.33		
	(Category IV	1.52	I	1.00
	(Category V	1.60	II	1.06
	(Category VI	1.80	III	1.18
	(Category VII	1.90	IV	1.26

Data Source:

1974 June Board Report.

Total weighting factor for grant purposes

Sum of items 1 to 8 and 50% of item 9 up to a maximum of .015, but never less than 90% of the board's weighting factor for grant purposes for 1974.

Total weighting factor for expenditure purposes

Sum of the board's grant weighting factor and the portion of item 9 not included in the weighting factor for grant purposes, but never less than 100% of the board's weighting factor for expenditure purposes for 1974.

Ontario

Minister of
Education

416/965-5277

Mowat Block
Queen's Park
Toronto Ontario
M7A 1L2

MEMORANDUM TO: CHAIRMEN OF SCHOOL BOARDS

RE: 1975 WEIGHTING FACTORS AND OTHER SIGNIFICANT CHANGES FOR 1975 GENERAL LEGISLATIVE GRANTS

I am pleased to enclose a statement setting out the 1975 Grant and Expenditure Weighting Factors for the Board. A detailed explanation of the manner in which each of the factors has been calculated is also attached.

1. The major changes in the method by which the 1975 factors have been determined are as follows:

   (1) Special Education

      (a) The maximum on the elementary school special education weighting factor has been removed.

      (b) The removal of the maximum means that, in 1975, the total cost of special education services will be recognized for grant purposes. The median concept has been replaced by the identification of a basic level of special education service provided for within the stated ceilings, with the dollar amount of this basic level being the same in 1975 as in 1974 ($23.25 for each pupil in the system). Additional special education costs beyond the basic level are recognized fully through the special education grant weighting factor.

Cont'd...

(c) A weighting factor at the secondary school level has been introduced to recognize all additional expenditure resulting from higher instruction and education services costs involved in providing programs in the specific areas of behavioural, communication and physical exceptionality.

(d) An adjustment will be made in the elementary and secondary special education weighting factors for 1975 to reflect current programs and services (extension of policy established at the elementary school level for 1974).

(2) Technical and Occupational

The median concept has been eliminated from this factor also. All technical and occupations-practical education costs are recognized for grant purposes. A fixed basic level of service is provided for in the stated ceilings ($43 per pupil including equipment replacement). The additional expenditure resulting from higher instruction and education services and equipment costs for pupils in technical and occupations programs, beyond the amount within the stated ceilings, is recognized through the weighting factor.

(3) Population Sparsity

The factor previously referred to as "Economies of Scale" has been renamed "Population Sparsity". The elementary school portion has been changed to provide additional assistance to schools with enrolments of less than 200 which are situated in municipalities having a school-age population per square mile of fewer than five.

(4) Instructional Salaries

(a) The maximum on the instructional salaries weighting factor has been removed.

(b) Fifty per cent of the instructional salaries weighting factor, up to a maximum of .015, has been used to determine the grant weighting factor, with the whole factor, to determine the expenditure weighting factor.

Cont'd...

(5) Total Expenditure

The removal of the limitations on the special education factor and the instructional salaries factor, and a minor extension in the compensatory education factor have made it possible to remove the population density factor. Each board has been guaranteed that its 1975 expenditure weighting factor will be at least equal to its 1974 expenditure weighting factor.

2. Other significant changes to be incorporated into the 1975 General Legislative Grant Regulation are given below:

(1) A trainable retarded child will be counted as 1.6 secondary pupils for 1975 for both ceiling and grant purposes. The corresponding figure for 1974 was 1.5.

(2) Increased Assistance for French-Language Instruction

(a) Where French is not the language of instruction in an elementary school or class, and a program of French is provided for

(i) twenty minutes or more per day for pupils up to and including grade 8

(ii) pupils in grade 9 or 10

the eligible sum has been increased to $50 per pupil.

(b) Where French is the language of instruction in an elementary school or class for pupils who are enrolled for

(i) more than half-day or alternate-day attendance, the eligible sum has been increased to $50 per pupil

(ii) half-day or alternate-day attendance, the eligible sum has been increased to $25 per pupil.

(c) In a secondary school where English is the language of instruction, and a pupil takes a program of French, the eligible sum has been increased from $16 to $18.

Cont'd...

(d) In a secondary school where French is the language of instruction, the eligible sum for each subject up to five per pupil has been increased from \$32 to \$36 per subject.

(3) Establishment Grants for Additional French-Language Schools or Classes

In an elementary school where a program of instruction in French for French-speaking students is established on or after September 2, 1974, the board will be paid its ordinary expenditure grant on \$5,000 for the first classroom for the French-Language Program established at each school, \$3,000 for the second and \$2,000 for the third such classroom. The three classrooms need not all be established in one year in order to qualify.

(4) Declining Enrolments

Boards with falling enrolments will receive increased assistance. The additional ceiling and grant will recognize a given decline for two years. The formula may be expressed as follows:

$$\text{Protection in } 1975 = (.5 \times .6 \times \underline{a}) + (.5 \times \underline{b})$$

$$\text{Protection in } 1976 = (.5 \times .5 \times \underline{b}) + (.5 \times \underline{c})$$

where $\underline{a}$ is the decline in enrolment between 1973 and 1974
where $\underline{b}$ is the decline in enrolment between 1974 and 1975
where $\underline{c}$ is the decline in enrolment between 1975 and 1976

Where the enrolment increases between 1974 and 1975, the protection of $.5 \times .6 \times \underline{a}$ will be reduced by the amount of the increase.

(5) Where supplementary taxes exceed taxes written off, the limitation in the reduction in grant provided in 1974 will not apply in 1975.

(6) In addition to the assistance provided for unapproved debt charges on debentures issued prior to 1970, the Province will pay a board the amount by which the 1975 unapproved debt charges on debentures issued in 1970, 1971, 1972 and 1973 exceed the amount raised by one-half an equalized mill.

Cont'd...

(7) For secondary school purposes, the approved capital element in rent payable for a computer and for terminals, if the purchase price of the equipment in one location is in excess of $5,000, will be treated as recognized extraordinary expenditure.

(8) Pupil accommodation charges will be increased to $65 and $120 for elementary and secondary school pupils respectively.

(9) The amount that may be included in recognized extraordinary expenditure for furniture and equipment not acquired in connection with a building project will be increased to $6.50 and $7.50 for elementary and secondary school pupils respectively.

(10) For each board, the 1975 expenditure ceiling for an elementary school pupil cannot be less than 124.43 per cent of the 1974 ceiling and for a secondary school pupil cannot be less than 113 per cent of the 1974 ceiling.

Thomas L. Wells

Thomas L. Wells
Minister

December 20, 1974.

Ministry
of
Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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1975: B1

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: REDUCTION IN FEDERAL SALES TAX ON BUILDING MATERIALS

The effective date for the change in federal sales tax on construction materials is November 19, 1974. Material purchased after that date will be subject to a tax of five percent. It is expected that the Federal Department of National Revenue will issue a revised bulletin setting forth new formulae for the tax refund applying to school construction.

The Ministry of Education has reduced, effective November 1, 1974, the amount of FST rebate to be listed in the application for final approval for a building project, pending a statement from the federal government. Form Building 15A, Item 6, will show a rebate of 1.3% until further notice.

Of special significance to school boards is the effect of this tax reduction on contracts that were signed before the effective date of the new tax policy. In many cases the contract allows for 11% FST on building materials, and this tax is subject to a refund from the federal government under a formula calculation. However, it is likely that some building material will be purchased for ongoing projects by contractors and sub-contractors after November 19, 1974. This material will be subject to the reduced FST.

The standard form of construction contract makes provision for savings in tax by the general contractor to be negotiated with the owner. It is therefore recommended that, for any construction contract entered into before November 19, 1974, where there is likelihood that building materials will be purchased after that date, the board examine the contract and initiate discussions with the General Contractor. In such cases there should be an adjustment in the amount of the contract.

713

H. K. Fisher

January 20, 1975

H. K. Fisher
Assistant Deputy Minister

cc: Regional Directors of Education

Ministry
of
Education
io

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

Library

1974-75:B2

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: INCREASE IN 1975 EXPENDITURE CEILINGS

On March 20th, The Honourable Thomas L. Wells, Minister of Education, made a statement in the Legislature with regard to the 1975 General Legislative Grant and Apportionment Regulations.

I am enclosing for your information a copy of the Statement made by the Minister and a copy of a memorandum concerning Grant and Expenditure Ceilings for 1975 which the Minister has today mailed to the Chairman of your Board.

In order to enable a board to make a preliminary calculation of its grant, the average provincial equalized assessment per pupil for 1975 has been tentatively set at $58,300 elementary and $132,400 secondary.

You will note that the Minister in his statement to the Legislature made reference to a reduction in grant in the following year where a board's expenditure exceeds its ceiling. This reduction will be calculated by applying to the amount of the excess a percentage rate which represents 50 per cent of the share of recognized ordinary expenditure that the board would normally be required to raise locally.

G. H. Waldrum

G. H. Waldrum
Deputy Minister of Education

March 21, 1975

cc: Regional Directors of
Education

Ontario

Minister of
Education

416/965-5277

Mowat Block
Queen's Park
Toronto Ontario
M7A 1L2

MEMORANDUM TO: CHAIRMEN OF SCHOOL BOARDS

RE: GRANTS AND EXPENDITURE CEILINGS FOR 1975

Prior to announcing the 1975 ceilings, all of the information then available was analyzed in great detail to determine the probable impact of inflation on school boards in the coming year. Great care was taken to set the 1975 ceilings at levels that would allow school boards to cope with increased costs over which they would have little or no control.

This analysis led to the decision that the ceilings for 1975 should be increased by 13 percent over those for 1974. An additional amount of $80 was added to encourage improvements in basic instructional programs at the elementary school level.

In October, when the 1975 ceilings were announced, which is now almost six months ago, it was our best judgement that the 13 percent increase would be adequate to cope with inflation. Today, however, school boards are finding themselves faced with new realities brought about by spiralling inflation. The cost of such essential items as heating fuel, light, maintenance, paper and classroom supplies has continued to squeeze school board budgets even more than anticipated. The question of teachers' salaries at the secondary level is a serious problem for school trustees all across Ontario. The ceilings must be large enough to permit boards and teachers to bargain for fair, reasonable and equitable salary increases.

In order to give boards this manoeuvrability and to prevent decisions that could have a detrimental effect on classroom programs and pupils, I announced in the Legislature today that the ceilings for 1975 will be increased by an additional $50 per pupil at both the elementary and secondary school levels. The new ceilings will thus become $926 for elementary schools and $1,441 for secondary schools for both grant and expenditure purposes, adjusted, in each case, by the appropriate weighting factors. A copy of my statement is attached.

(over)

As has been the practice since 1971, there will be a very practical incentive for every school board to keep its spending within the levels allowed by the ceilings. The effective rate of grant for any board that exceeds the ceilings will be reduced in the following year. The reduction in grant will be proportionate to the size of the excess.

It cannot be emphasized too strongly that the ceilings are merely upper spending limits and the onus continues to be on school boards to operate efficiently and effectively in the interests not only of the pupils but also the citizens of Ontario out of whose pockets, both locally and provincially, the tax dollars must come.

Thomas L. Wells

Thomas L. Wells,
Minister.

March 20, 1975.

Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

STATEMENT BY: HON. THOMAS L. WELLS,
MINISTER OF EDUCATION, ONTARIO

TO: THE ONTARIO LEGISLATURE

SUBJECT: 1975 GENERAL LEGISLATIVE GRANTS
AND APPORTIONMENT REGULATIONS

MARCH 20, 1975

Mr. Speaker, I would like to inform members of the House that in three weeks time we will be mailing to all school boards copies of the 1975 General Legislative Grants and Apportionment Regulations.

Once again, these Regulations will indicate that the Government will continue to bear 60 percent of the total cost of elementary and secondary education in the Province.

In 1975, a school board of average wealth will receive Provincial grant support at the rate of 62 percent of recognized ordinary expenditure. This is unchanged from the 1974 Regulation.

The new Regulations contain several important refinements, and I would like to draw attention to one of these today because it has significance for a number of school boards throughout the Province.

....2/

It is now almost six months since we announced the education grant and expenditure ceilings for 1975. Prior to that announcement, we had analyzed in great detail all of the information available at the time regarding the probable impact of inflation on school boards in the coming year. Great care was taken to set the 1975 ceilings at levels that would allow school boards to cope with increased costs over which they would have little or no control.

This analysis led to the decision last October that the 1975 ceilings would be increased by 13 percent over the 1974 ceilings. An additional amount of $80 was added to encourage improvements in basic instructional programs at the elementary school level.

It was our best judgement, six months ago, that the 13 percent increase would be adequate to cope with inflation. Today, however, school boards find themselves faced with new realities brought about by continuing inflation.

Increasing costs of such essential items as heating fuel, light, maintenance, paper and classroom supplies have continued to squeeze school board budgets even more than anticipated.

....3/

Ministry
of
Education
ario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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1975: B3

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: COMMUNITY SCHOOL DEVELOPMENT GRANT

In accord with its policy announced in October 1974, the Ministry of Education will continue in 1975 to make available grants for initial or expanded levels of program or personnel service related to community school development.

Rather than continue to approve community school development grants on a basis dissimilar to the fiscal year of school boards, the Ministry will convert this approval system to a calendar year operation. To accomplish this it will be necessary to effect a transition period of eighteen months, beginning July 1, 1975 and ending December 31, 1976.

In order that school boards may be aware of the status of their community school proposals for portions of the period noted above, the Ministry of Education will endeavour to comment on the proposals submitted in May 1975 by June 23, 1975. At that time the Ministry will state the amount of grant to be received for projects in 1975 and will also give approval in principle to acceptable proposals for the 1976 calendar year. It is not possible for the Ministry to commit funds for the calendar year 1976 until the budget for the fiscal year 1976-77 has been approved. If and when the Ministry receives such approval, the proposals approved in principle will be funded in 1976. Boards will be notified early in 1976 regarding the amount of funding they may expect from the Ministry, related to the projects approved in principle.

The following are eligible for grant:

A) NEW PROPOSALS

The Ministry of Education will provide a 100% grant on the cost of an approved proposal, to a maximum of $10,000 where the proposal is a new one and has not received previous approval.

Ref.
370.9713
O59m

A board will indicate in which of the two following periods implementation of the proposed project will be undertaken, if approved:

Cont'd..

(i) July 1, 1975 to December 31, 1975

If the board anticipates that it will continue the project in the 1976 calendar year, it may request funding for a total eighteen-month period, after which the project will not be eligible for renewal.

(ii) January 1, 1976 to December 31, 1976

Projects approved for implementation during this period will be considered for renewal in 1977.

B) EXTENSION OF EXISTING PROPOSALS

The Ministry of Education will provide a 100% grant on the cost of an approved extension of an existing proposal, to a maximum of $10,000 for the 1975 calendar year. The amount of grant already received for the project in the 1975 calendar year will be included in that maximum amount.

Notwithstanding the above, the existing project will be considered for renewal for the 1976 calendar year. Such request for renewal will be made at the same time as, and will accompany, the request for extension.

C) RENEWAL OF EXISTING PROPOSALS

The Ministry of Education will provide a 100% grant on the cost of an approved renewal of an existing proposal, to a maximum of $10,000 for the 1976 calendar year.

The series of grant available for the 1977 calendar year will be announced in the fall of 1976.

Further information for those school boards making application for new grants, grant extensions or grant renewals includes the following:

(1) The expenditure for which the grant is made will be outside the provincial ceilings and will be treated as a supplementary expenditure.

(2) Application forms for new grants, grant extensions and grant renewals may be obtained from the Regional Offices upon request.

(3) Applications for new grants, grant extensions and grant renewals must be received by the Regional Office no later than May 30, 1975.

Cont'd..

(4) Where the application is approved for 1975, or approved in principle for 1976, the school board will be notified by the Regional Office on or before June 23, 1975.

(5) The grant will be disbursed in accord with the provincial fiscal year.

(6) Further enquiries regarding this memorandum should be directed to the Curriculum Services Officer - Community Schools in your Region.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

March 21, 1975

cc. Regional Directors of Education

Ministry of Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1975: B4

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MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: PUBLICATION OF 1974 FINANCIAL STATEMENTS

Attached is a copy of the form prescribed by the Ministry of Education under the provisions of subsection 8 of section 203 of The Education Act, 1974 by which the financial data for 1974 of a board are to be made available to its ratepayers or supporters.

The prescribed form provides the minimum information to be published; a board may wish to add further details or comparative figures. If an amount described as "other" is substantial in relation to remaining figures in the statement, some description should be provided either in the body of such statement or in a footnote.

The format of the attached statements is similar to forms ME325-1, ME325-2 and ME325-4 of the 1974 Financial Statements required to be completed for the Ministry with the exception that the comparison to estimates in ME325-2, Statement of Operation, is not included in the data that are required to be published.

H. K. Fisher

April 7, 1975.

H. K. Fisher,
Assistant Deputy Minister.

Encl.

c.c. Regional Directors of Education

.9713
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AUDITOR'S REPORT

To the __________(Insert Official Name)__________ Board.

We have examined the Balance Sheet of the ___(Insert Official Name)___ Board as at December 31, 1974, the Revenue Fund - Statement of Operations and the Statement of Source and Application of Capital Funds for the year then ended. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion these Financial Statements present fairly the financial position of the Board as at December 31, 1974 and the results of its operations and the source and application of its capital funds for the year then ended, in accordance with accounting principles generally accepted for Ontario school boards applied on a basis consistent with that of the preceding year.

____
Municipal Auditor's Signature and License No.

City________________________

Date________________________

BALANCE SHEET

AS AT DECEMBER 31, 1974

ASSETS

Current Assets	Revenue Fund	Capital Fund	Reserve Fund
Cash			
Investments at Cost			
Accounts Receivable			
Municipalities			
Under-Requisitions			
Supplementary Taxes, etc.			
Other School Boards			
Government of Ontario			
Government of Canada			
Other			
Due from Other Funds			
Capital			
Reserve			
Revenue			
Prepaid Expenses			
Other Current Assets			
Total Current Assets			
Fixed Assets			
Land			
Buildings			
Furniture and Equipment			
Projects in Progress			
Buses			
Other			
Other Assets			

SIGNED ON BEHALF OF THE BOARD

Signature of Chief Executive Officer

Signature of Chairman of the Board

LIABILITIES

Current Liabilities		Revenue Fund	Capital Fund	Reserve Fund
Bank or other short-term borrowing				
Accounts Payable				
Municipalities				
Over-Requisitions				
Other School Boards				
Government of Ontario				
Government of Canada				
Trades Payable and Accrued Liabilities				
Debt Charges Due and Unpaid				
Due to Other Funds				
Capital				
Reserve				
Revenue				
Other Current Liabilities				
Total Current Liabilities				
Long-Term Liabilities				
Unmatured Debenture Debt				
Less Sinking Fund				
Deferred Income				
Reserve for Working Funds				
Equity in Reserve Funds				
Other				
Investments in Fixed Assets				

REVENUE FUND STATEMENT OF OPERATIONS
FOR ______ SCHOOL PURPOSES

Elem. or Sec.

FOR THE YEAR ENDED DECEMBER 31, 1974

Account Code		
	Expenditure	
10	Business administration	______
20	Computer services	______
30-49	Instruction	______
50-59	Educational services	______
60-69	Attendance, health and food services	______
70	Plant operation	______
75	Plant maintenance	______
76-81	Transportation	______
82	Tuition fees	______
83	Capital expenditure (non-allocable)	______
85	Other operating expenditure	______
87	Debt charges on capital borrowing	______
89	Non-operating expenditure excluding transfers to reserves	______
	Total Expenditure	______
	Recovery of Expenditure	
02	Other school boards	______
04	Government of Ontario, tuition fees and miscellaneous	______
06	Government of Canada	______
07	Individuals	______
08	(1) Other Revenue, excluding transfers from reserves	______
	Total Recovery of Expenditure.	______
	NET EXPENDITURE	______

Financing of Net Expenditure		
Government of Ontario		
(2) General Legislative Grants		______
Local Taxation		
1973 Over (under) requisition	______	
(3) Local taxation raised in 1974	______	
Decrease (increase) in reserve	______	______
Net Under (Over) Requisition Required to be Applied to 1975 Taxation		______
TOTAL		______

(1) Other Revenue includes transfers from the capital fund, proceeds from the sale of assets, insurance claims, earnings on temporary investment, reimbursement for services and other miscellaneous items that are in the nature of recovery of expenditure.

(2) Government of Ontario · General Legislative Grants is the amount payable by the Province of Ontario under the provisions of Ontario Regulation 200/74 as amended other than specific reimbursements reported as Government of Ontario, tuition fees and miscellaneous.

(3) Local Taxation includes the total of the 1974 requisitions on municipalities, supplementary taxes, license fees for trailers, taxes levied directly by school boards and any other amounts provided by municipalities over and above the requisition, other than amounts in respect of sale of assets to a municipality or revenue from cost-shared programs.

Name of Board

STATEMENT OF SOURCE AND APPLICATION OF CAPITAL FUNDS

FOR THE YEAR ENDED DECEMBER 31, 1974

SOURCE

1. Unexpended funds at beginning of year

Long-term liabilities

2.1 Sold to Education Capital Aid Corporation (par value)
2.2 Sold to the public (par value)
2.3 Premium on debentures
2.4 Discount on debentures ( )

Reimbursements from Governments

3.1 Canada
3.2 Ontario (Special Vocational Grant)

4. Capital Expenditure from the revenue fund

5. Federal sales tax refund

6. Balance at the end of year not permanently financed

7. Total

APPLICATION

8. Balance at beginning of year not permanently financed

Fixed assets and work in progress

9.1 Buildings
9.2 Furniture and equipment
9.3 School sites
9.4 Improvement of school sites
9.5 Pupil transportation vehicles
9.6 Other (Specify)

Other Applications

10.1 Cost of issuing debentures
10.2 Transferred to revenue fund

11. Unexpended funds at end of year

12. Total

Ministry
of
Education
ntario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1975: B5

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: GENERAL LEGISLATIVE GRANTS FOR 1975 - O.REG. 244/75
APPORTIONMENT FOR 1975 REQUISITIONS - O.REG. 245/75
CALCULATION OF FEES FOR PUPILS - O.REG. 250/75

A copy of the booklet which contains the above-noted Regulations is enclosed for your information. The booklet and the attached Summary of Features that gives a broad overview of the grant structure for 1975 have been forwarded by the Minister to the Chairman of your School Board.

In order to obtain a more complete understanding of the actual details of the 1975 plan, the three Regulations should be studied carefully.

Assessment Equalization Factors for 1975, Schedule B of Ontario Regulation 244/75, for use in connection with the 1975 Grant and Apportionment Regulations, may be obtained from your Regional Office of the Ministry.

A board that has been notified of an adjustment in its 1974 expenditure weighting factor may use the adjusted expenditure ceiling for 1974 for purposes of calculating its 1975 expenditure ceiling in subclause iii of clause c of subsection 7 of Ontario Regulation 244/75.

It should not be forgotten that the Minister, in his statement to the Legislature on March 20th, made reference to a reduction in grant in the following year where a board's ordinary expenditure exceeds its ceiling. The reduction will be the product of .19, the board's assessment index and the ordinary expenditure in excess of the 1975 ceiling.

G. H. Waldrum

April 10, 1975.

G. H. Waldrum,
Deputy Minister of Education.

cc. Regional Directors of Education

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SUMMARY OF
FEATURES OF THE 1975 GRANT PLAN

A. GENERAL LEGISLATIVE GRANTS FOR 1975
B. APPORTIONMENT 1975 REQUISITIONS
C. CALCULATION OF FEES FOR PUPILS

Please read Ontario Regulations 244/75, 245/75 and 250/75 for Specific Details.

Page	Section	
		A. GENERAL LEGISLATIVE GRANTS FOR 1975
		ENROLMENT
1	1, para. 4	(1) An increase has been effected from 1.5 to 1.6 of a secondary pupil for each trainable retarded child for both grant and expenditure purposes.
1	1, para. 4	(2) For boards with falling enrolments, the 1975 average daily enrolment is increased by 30 per cent of the decrease in the average daily enrolment between 1974 and 1973 and 50 per cent of the decrease between 1975 and 1974. Where the average daily enrolment increased between 1974 and 1975, the protection given in respect of the decrease between 1974 and 1973 is reduced by the increase.
15	29, clause f	(3) A board may treat a ward of a children's aid society as a resident-internal pupil and receive grant on his behalf or as a non-resident pupil and receive a gross fee on his behalf.
		ASSESSMENT
2	1, para. 13	(1) The average provincial equalized assessment for purposes of the 1975 grant is $58,300 in the case of an elementary school pupil and $132,400 in the case of a secondary school pupil.
2	1, para. 16	(2) A change in section 304a of The Municipal Act requires the clerk of each municipality within the area of jurisdiction of a board to inform the board of the equalized assessment converted from the revenue from telephone companies.

(over)

Page	Section	
		WEIGHTING FACTORS
3 and 17 to 23	1, paras. 22 and 23	(1) Each board, other than an isolate board or a board appointed under section 68 of The Act, received its weighting factors for 1975 as well as a detailed description of the manner in which the factors were calculate in the Memorandum of December 20, 1974 to Chairmen of School Boards.
3 and 24 to 30	1, paras. 19 and 20	(2) The 1975 Regulation contains a Schedule C -- Adjusted Grant Weighting Factors and Adjusted Expenditure Weighting Factors which will be amended at the end of 1975 to reflect increase in the level of special education services provided for 1975.
		ASSISTANCE FOR FRENCH-LANGUAGE INSTRUCTION
3	1, para. 24	(1) Assistance is introduced for French-speaking trainable retarded children.
		(2) In an elementary school, the eligible sum per pupil for French-language instruction is increased from \$44 to \$50, and for pupils in grade 9 and 10 from \$18 to \$50. A start-up grant is paid where a program for French-speaking pupils is inaugurated in an elementar school.
		(3) In a secondary school, the respective eligible sums for French-language instruction are increased from \$16 to \$18 per pupil and from \$32 to \$36 per subject.
		ORDINARY EXPENDITURE
5	1, para. 27	(1) The basic ceilings on ordinary expenditure for 1975 are \$926 in the case of an elementary school pupil and \$1,441 in the case of a secondary school pupil.
9	8	(2) The percentage rate of grant on recognized ordinary expenditure continues to be determine by the formula, 100 - (38 x assessment index).
		EXTRAORDINARY EXPENDITURE
6	1, para. 30	(1) The capital element included in the rental for computer equipment for instructional purposes forms part of extraordinary expenditu
7	1, para. 32	(2) The pupil accommodation charge is increased from \$60 to \$65 in the case of an elementary school pupil and from \$110 to \$120 for a secondary school pupil.

Page	Section		
7	1, para.33(iv)b	(3)	Extraordinary expenditure for furniture, machinery and equipment not approved in connection with a building project that may be included in recognized extraordinary expenditure is increased by $1.00 a pupil to $6.50 per elementary school pupil and $7.50 per secondary school pupil.

GRANTS FOR METRICATION

5 and 10	1, para.26(ii)a 13	(1)	A board is paid a grant of 75¢ per pupil of adjusted average daily enrolment for metrication. Such amount is outside of ordinary expenditure and the restraints thereon.

ADJUSTMENT IN RESPECT OF CHANGES IN TAX REVENUE

11	15(2)	The limitation which, in 1974, restricted to 1/20 of an equalized mill the reduction in grant where supplementary taxes exceeded taxes written off, no longer applies.

SPECIAL ASSISTANCE IN RESPECT OF DEBENTURES

11	16	In addition to the assistance given in respect of the unapproved portion of debentures issued before January 1, 1970, a board is, in 1975, paid a grant equal to the excess of the 1975 debt charges on the unapproved portion of debentures issued on or after January 1, 1970 and before January 1, 1974 over the excess of the sum calculated at 0.5 mills in the dollar of equalized assessment of the board.

BOARDS ON TAX-EXEMPT LAND

11	17(2)	For boards established on tax-exempt land under section 68 of the Act, "cost of operating" is subject to the scrutiny of the Minister.

ASSISTANCE FOR MUNICIPALITIES IN THE TERRITORIAL DISTRICTS

13	21	(1)	A municipality in the territorial districts upon whose behalf a board was paid a subsidy in 1974, is given assistance in 1975 equal to the yield of one-half the 1974 subsidy expressed in terms of mills on its equalized assessment for 1974 applied to its equalized assessment for 1975.
13	2	(2)	For a municipality in the territorial districts within a board's jurisdiction where there was no mill rate for school purposes in 1974, the mill rate is assumed to have been 3.5 equalized mills and the board is given assistance in 1975, equal to 50 per cent of the excess of the board's share of expenditure that is within the expenditure ceilings prescribed by the Regulations over the sum calculated at 3.5 mills in the dollar of equalized assessment for 1975 for the municipality.

(over)

Page	Section	
		ASSISTANCE FOR COST OF EDUCATION AND FOR BOARD, LODGING AND TRANSPORTATION
14	23	(1) This Part of the Regulation does not apply to an isolate board because such a board treats all its pupils, except those whose fees are receivable from Canada or from a source outside Ontario, as resident pupils.
14	24(1)a	(2) Cost of education is as defined under Ontario Regulation 250/75, which is included with this material.
14	24(1)b	(3) A crown establishment is deemed to include a reserve as defined in the Indian Act.
14	24(3)	(4) Provision is made for the appointment of a third arbitrator where a board and the Minister cannot agree upon the fee.
15	29(b)	(5) The Province pays a board for the cost of educating a pupil who resides in a home as defined in The Charitable Institutions Act, The Children's Boarding Homes Act, The Children's Institutions Act or The Homes for Retarded Persons Act.
15	30(2)	(6) The grant for furniture and equipment is increased from $3,000 to $3,300 per classroom where a board places a teacher in a facility, home or institution.
		GRANTS FOR COMMUNITY SCHOOL DEVELOPMENT
16	35	A board that receives the approval of the Minister for a Community School Development proposal is, in addition to all other grants, paid the portion of its expenditure, up to $10,000, in connection with such approved proposal. Such portion is outside of ordinary expenditures and the restraints thereon.

B. APPORTIONMENT 1975 REGULATIONS

Page	Section	
31 and 32		A board's requisition is apportioned among the local municipalities in the same manner as used in 1974.

C. CALCULATION OF FEES FOR PUPILS

(1) Section 72 of The Schools Administration Act which set forth the method of calculating fees is not repeated in The Education Act, 1974; this Regulation prescribes the method of calculating fees

Page	Section	
34	2	(2) The calculation of the gross fee receivable from another board or Canada is based on an expenditure similar to ordinary expenditure and the pupil accommodation charge.
34	3	(3) The fee receivable by a board operating a school in a centre for the treatment of cerebral palsy, a crippled children's treatment centre, a hospital or a sanatorium is a net fee calculated with respect to the actual number of days a pupil attends such a school.
34	4	(4) The net fee receivable from a parent or guardian who resides in Ontario is based on the tax revenue per student of the educating board.
35	5	(5) The fee receivable from a parent or guardian who resides outside Ontario can be such as the board may prescribe but cannot exceed the gross fee.
35	6	(6) Provision is made under which boards may agree to a higher fee for pupils enrolled in high cost programs where the ratio of pupils enrolled in such high cost programs to all pupils from the sending board exceeds such ratio in the schools of the educating board.
35	7	(7) Where boards cannot agree upon the higher fee, three arbitrators may be appointed and their decision is final and binding.

Ontario
Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1975: B 6

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: GENERAL LEGISLATIVE GRANTS - CASH FLOW FOR 1975

1. It is proposed to pay 95 per cent of the 1975 General Legislative Grant within the calendar year 1975.

2. Pending receipt of the 1975 Estimates, advances have been made to reach in the month of June a level of 50 per cent of the 1974 grant as estimated by the board. Commencing with the month of June, advances will be adjusted to reach the percentage shown of the 1975 grant in accordance with the board's estimates as validated in the Regional Office.

3. The following schedule indicates the approximate monthly and cumulative percentages for each month:

	MONTHLY	YEAR TO DATE
	AS a % of 1974 GRANT	
January	3.4	3.4
February	3.4	6.8
March	5.8	12.6
April	15.2	27.8
May	13.7	41.5
June	8.5	50.0
	AS a % of 1975 GRANT	
July	12.2	62.2
August	2.0	64.2
September	7.7	71.9
October	7.7	79.6
November	7.7	87.3
December	7.7	95.0

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4. These percentages may be reduced on account of late receipt of the 1974 Financial Statements (due April 15, 1975) and, in the absence of 1975 Estimates, it is not the intention to continue to make advances in July and subsequently based on 1974 grant levels.

5. Cheques in payment of the grants for secondary schools will be mailed by the third working day of the month; those for elementary schools, by the third working day after the 15th of the month.

6. The balances of the 1974 General Legislative Grants are being paid upon receipt of the 1974 Financial Statements.

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H. K. Fisher

H. K. Fisher,
Assistant Deputy Minister.

May 26, 1975.

cc. Regional Directors of Education

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Ministry
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Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1975: B7

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MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: CAPITAL EXPENDITURE FORECAST - 1976

The Ministry of Education is preparing to allocate for 1976 access to debenture funds that will be made available by the Ontario Government for the financing of building projects and site purchases.

To facilitate an equitable allocation of funds from the Ontario Education Capital Aid Corporation and to establish amounts for revenue fund expenditures on capital projects, each school board is required to submit on the enclosed forms its Capital Expenditure Forecast for 1976. Forms are to be completed in triplicate and the original and first copy forwarded to the Regional Director of Education to arrive by October 14, 1975.

It is essential that school boards comply with this request to ensure that all projects are given due consideration when the allocations are being made. An allocation will not be made to any board that fails to file a forecast; no approvals will be given for capital expenditures until the forecast is received.

Regional Office staff is available to assist you with information and guidance in the preparation of the documents.

H. K. Fisher
H. K. Fisher,
Assistant Deputy Minister.

July 4, 1975.

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cc. Regional Directors of Education

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Ministry
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1975: B8

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: CAPITAL GRANT PLAN 1971
AMENDMENT NO. 5 *

Copies of this amendment are being sent under separate cover to present Capital Grant Plan Manual holders. Recipients are requested to make the following changes to their copy of the Manual.

Section 1 - Introduction and General Information

Insert revised pages 33 and 34

Appendix 1 - Eligible Spaces

Insert revised page 723
Insert additional pages 764 and 764A

Appendix 2 - Pupil Loadings

Insert revised pages 803 and 804

Appendix 3 - Geographical Cost Zones

Insert revised page 813

Appendix 4 - Tables of Values

Insert revised pages 823 and 824

Appendix 5 - Maximum Furniture and Equipment Allowances

Insert revised pages 837, 838, 839 and 840

Appendix 6 - Special Conditions

Insert additional page 857

Appendix 7 - Alteration Work

Insert revised pages 863 and 864

Appendix 11 - Portable and Trailer Classrooms

Insert revised pages 913 and 914

Appendix 14 Supplementary A - General Legislative Grants Towards Cost of Municipal Services

Insert revised page 957

* FOR AMMENDMENT NO.

.../2

The effective date of the amendment is specified at the bottom of each page.

This amendment is applicable to projects which received the Ministry's Building Proposal Approval on or after January 1, 1975.

Special attention is directed to the policy of purchasing materials of Canadian origin. This policy applies also to the purchase of Library Resource Materials referred to in the amendment to the Maximum Furniture and Equipment lists. In particular, approval of Library Resource Material for legislative grant purposes is given on the condition that all books and other learning materials be purchased from a Canadian publisher or media distributor. Where learning materials of non-Canadian origin are purchased from a jobber or wholesale distributor, such materials must have been obtained from the appropriate Canadian agent.

Library Resource Materials are defined as print and non-print software normally forming part of the school resource centre collection. Sixteen millimetre films, class sets of textbooks and other classroom materials are not included. It is recommended that school boards retain separate cost records for the purchase of Library Resource Materials associated with a building project for future financial statement purposes.

H K Fisher

July 30, 1975.

H. K. Fisher,
Assistant Deputy Minister.

cc: Regional Directors of Education

Ministry
of
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: B

MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE
SCHOOLS

SUBJECT: PILOT PROJECT RE "BOOK PURCHASE PLAN"

Attached for your information is a copy of a memorandum being sent to all School Principals regarding a pilot project to be undertaken by the Ministry of Education. It is a response to one of the recommendations of the Royal Commission on Book Publishing and if it proves to be feasible, it should be of benefit both to schools and to publishers. In this project the Ministry is exploring the possibility of sending to any school requesting it, a free copy of any new book appearing in Circular 14.

Anyone interested in obtaining further information about details of the operation of this "Book Purchase Plan" should contact Mr. J. C. Fraser, Educational Officer, Curriculum Development Branch, 16th Floor, Mowat Block, Queen's Park, Toronto. (Phone 965-5987)

J. Kinlin

J. F. Kinlin
Assistant Deputy Minister

October 15, 1974

cc: Regional Directors of Education

Ministry
of
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ario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: C

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MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

RE: PROCEDURE FOR APPROVAL OF EXPERIMENTAL COURSES AND/OR UNAUTHORIZED TEXTBOOKS

General

1. Courses not within the rationale of existing guidelines require Ministry approval as experimental courses (Ref. P.6, H.S. 1 1974-75). The Chief Education Officer of a school board has the responsibility of ensuring that all courses offered within a jurisdiction are either within existing guidelines or have received specific approval from the Ministry of Education. Further, the Chief Education Officer will decide whether a course outline is outside the rationale of the Ministry guideline and, therefore, requires approval.

Submission Requirements

2. The Chief Education Officer for a school board will send a request for approval to the Regional Director of Education, supported by an outline that includes the following information:

   (a) a statement outlining the reasons why the proposed course is considered to be outside the Ministry guidelines;

   (b) a statement of the course rationale that includes: the year and division; the credit value, if applicable; the extent to which the course satisfies the needs and interests of the students and the relationship of the course to other courses or programs of the elementary or secondary school for which the course is designed;

   (c) a reasonably detailed statement which indicates the learning objectives which the students will realize through the course, the evaluation techniques based on these objectives, a content list including the sequence of topics, as well as the general methodology to be used;

   (d) a list of reference materials and textbooks, if any, proposed for use; (For all textbooks the author, publisher, and country of publication are to be given.)

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Item 2 (e) under Requirements for the Provision of Textbooks, page 5 of Circular 14, 1974, states in part - "Permission is also required for the use of textbooks to be used in connection with experimental courses, exclusive of courses leading to the Secondary School Honour Graduation Diploma."

(e) the date of implementation of the course.

3. The date for submission will be determined by the Regional Director of Education for his region in consultation with local board officials, but will not be later than March 31, for courses with a September implementation date and with comparable lead time for semestered programs.

Approvals

4. Approval for these courses will be issued by the Regional Director of Education and will be valid for a period of two years from the commencement of the course. When the approval expires, the Regional Director will determine, after consultation with educators in the school system concerned, whether the course is to be reapproved for an indefinite period, for an additional two years, or dropped. The Ministry of Education reserves the right to require an evaluation of an approved course at any time by its own personnel or by board supervisory officials, or to place a limit on the duration of the approval.

5. All approvals granted for courses up to the date of this memorandum will remain in effect until June 30, 1976, i.e. for the school years 1974-75 and 1975-76.

H. K. Fisher
Assistant Deputy Minister

October 17, 1974

Ministry
of
Education
ario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: D

MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

RE: GOVERNMENT OF ONTARIO POLICY RESPECTING
PURCHASE OF CANADIAN GOODS AND SERVICES

Your attention is drawn to the TEXT OF POLICY STATEMENT BY THE GOVERNMENT OF ONTARIO RESPECTING PURCHASE OF CANADIAN GOODS AND SERVICES on the reverse side of this memorandum. In this statement the Government of Ontario reiterates its present policy on the purchasing of Canadian goods and services and stipulates that bodies receiving provincial grants be made aware of this policy.

You will recall that the Minister of Education re-stated the "Buy-Canadian" policy in memorandum 1973-74: H forwarded in January to the Chief Supervisory Officers of boards. The Ministry has noted the continued cooperation of educational officials in adhering to this policy.

G. H. Waldrum

G. H. Waldrum
Deputy Minister of Education

October 28, 1974

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cc: Regional Directors of Education

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(over)

TEXT OF POLICY STATEMENT BY THE GOVERNMENT OF ONTARIO RESPECTING PURCHASE OF CANADIAN GOODS AND SERVICES

"It is the policy of this government to encourage the production within Canada of goods required by the public as well as the private sectors wherever such goods can be economically produced. In line with this policy and where circumstances permit it, a price preference of up to 10% may be given in respect of the Canadian content of goods and services supplied to the government. This policy follows the established purchasing policy of the federal government although on a much less arbitrary basis than is found in some Canadian jurisdictions. To protect Ontario industry and guard against a continuing purchase bias in other jurisdictions, this government will reserve the right to give preferential treatment to Ontario-based firms on an ad hoc basis should it consider such a step necessary as a last resort.

For purposes of clarity, Canadian content is defined as the difference between the laid-down cost and the dutiable value of imported goods or imported parts. Thus all values added in Canada, including labour materials, transportation, duty and taxes, and the Canadian supplier's profit, fall into Canadian content.

The government recognizes the need for vigilance at all times to prevent the up to 10% preference from acting as an umbrella over inefficient domestic suppliers, or as an opportunity for some to assimilate it as an extra profit not warranted in their circumstances.

Grants of the Provincial Government to semi-independent Commissions, Municipal Governments, School Boards and other bodies are made without specific preferential restrictions. Nevertheless, this government strongly urges such bodies to follow the Federal-Provincial 'Buy Canada' Preference."

Ministry of Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: E

MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

RE: COMMUNITY EDUCATION

On October 30, 1974, at the Ontario Communities and Schools Conference in London, the Honourable Thomas L. Wells delivered the enclosed address. In his presentation six specific ways in which the Ministry of Education is prepared to support the development of community education in Ontario were identified. A copy of the enclosed speech has recently been forwarded to the Chairman of your Board.

As the Minister indicated in his speech, the Ministry will make available grants for the development of initial or expanded levels of program or personnel service related to community education.

For school boards wishing to make application for a community education grant for the remainder of the 1974-75 school year, a set of criteria is attached. Application forms may be obtained from Regional Offices upon request.

Further information for those school boards making application for the 1974-75 school year includes the following:

1. The Ministry of Education will provide a 100% grant on the cost of the proposal up to a maximum of $10,000. The expenditure for which the grant is made will be outside the provincial ceilings and will be treated as a supplementary expenditure.
2. Applications must be received by the Regional Office no later than December 31, 1974.
3. Where application is approved the school board will be notified by the Regional Office on or before January 31, 1975.
4. Approved projects must be undertaken by the school board no later than March 15, 1975.
5. The grant will be paid on or before March 31, 1975.
6. Applications for renewal must be received by the Regional Office no later than May 31, 1975.

School boards expecting to apply for these grants for the 1975-76 school year must make application to the Regional Office no later than May 31, 1975. The attached criteria will apply to those proposals as well.

for H. K. Fisher
Assistant Deputy Minister

November 1, 1974

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Ministry

Education

Thomas L. Wells
Minister

Credit for the School of Hard Knocks

Equivalency credits for mature students

If you've looked through the want ads lately, you don't have to be reminded how hard it is to get a good job—or to earn a promotion—especially if you didn't graduate from high school.

Maybe you had to leave high school before you got your diploma because of personal or family circumstances. Maybe you left because you didn't like school, or because something else looked better at the time. Whatever your reason was for leaving, you may be sorry now that you did.

So now what? Chances are you feel that you're too old to go back to school on a regular basis, or you can't because you have a family to support. You probably know that it's still possible to complete your high school education by attending night school classes for adults. You may even be aware of the Ministry of Education's free correspondence courses, which allow you to study secondary school subjects at home in your spare time. These are both excellent ways of working toward the diploma you don't have. But, when you stop to think about all the time it could take, you may wonder if it's really worth the effort.

Something else could be bothering you too. You may have quit school, but you certainly didn't stop learning. You've gained a lot of experience and knowledge on the job and through being exposed to a variety of people and situations.

You may also be involved in an apprenticeship-training program where you work. Perhaps you've taken a home-study course in television repair, or computer programming, or art. And what about things like a Red Cross certificate in first aid? Shouldn't *these* kinds of learning experiences be worth something?

Now, many of them are. Thanks to a new Ministry of Education policy called *Equivalency Credits for Mature Students*, they could mean you're a lot closer to earning a Secondary School Graduation Diploma than you thought possible. But more on that in a moment. First, let's back up a bit.

Since 1972, all secondary schools in Ontario have operated under a system that awards points, or credits, for each course a student successfully completes. A minimum of 27 credits is required for a Secondary School Graduation Diploma, and the average student earns seven or eight credits a year.

What does this mean to you? Well, if you've successfully completed *even one year* of high school—and it doesn't matter where or when—you could already be entitled to as many as *seven credits* toward your diploma. If you passed your second year of high school, you could be another seven credits nearer your goal. It's up to a secondary school principal (or a school board supervisory official) in your community to determine the exact number of credits your years in high school may be worth. To do this, he or she will need to study your individual school records. The important point is—no matter how long you've been out of high school, the time you spent there is worth something. And that's not all.

If you're 18 years of age or older, and have been out of high school for a year or more, you might also be given credit for some of the learning experiences we mentioned earlier. For example, two credits may be given for the successful completion of each period of a program approved under the Apprenticeship and Tradesman's Qualification Act. And what about a home-study course? If it's comparable to a course that's offered in Ontario secondary schools, and required about the same amount of time and work to complete, it could be worth a credit toward your diploma. Finally, a *maturity allowance* of up to *twelve credits* may be given on the basis of your age and the length of time that you've been out of school.

You cannot obtain your Secondary School Graduation Diploma without further study, however. No matter how many *equivalency* credits you may have been awarded, you must earn at least four additional credits by successfully completing courses that are normally taken during the third or fourth year of a secondary school program. You may earn these credits by attending day school or evening classes, or you may obtain them through correspondence courses or, in some cases, through private study.

There is one other thing you ought to be aware of. Completing your secondary school education won't be easy, but then nothing worthwhile ever is. If you've been away from high school for a few years, you've probably forgotten some of what you learned. You'll also find some of the courses, and the way in which they're being taught today, a little different from what you remember. In other words, there'll be some catching up to do. That's why the principal or supervisory official you talk to may decide to delay granting some of the equivalency credits he feels you may qualify for until you've shown that you're able to work at the level to which you've been assigned.

But once these credits are granted, they become a part of your Ontario Student Record Folder and may be transferred from one secondary school to another within the province.

One final point to remember

Having a Secondary School Graduation Diploma may be an important goal in itself, but, if you intend to pursue further studies, the courses you choose for your final credits could be extremely important. That's why you should discuss your choice of subjects with a guidance counsellor, or with the principal or supervisory official who is granting your equivalency credits. If you intend to obtain a diploma by taking correspondence courses, a student advisor in the Correspondence Courses Section of the Ministry of Education can help you.

If you'd like to get more information on equivalent standing for mature students or find out how close your own Secondary School Graduation Diploma could be, we suggest you talk to the principal of a secondary school in your community or to an official of your local board of education.

Regional offices of the Ontario Ministry of Education are located in the following cities:

Thunder Bay (475-1581)
Sudbury (566-3480)
North Bay (474-7210)
London (472-1440)
Waterloo (885-0440)
St. Catharines (684-1123)
Willowdale (Toronto 491-0330)
Kingston (546-2641)
Ottawa (225-2230)

Ontario

Ministry
of
Education

Thomas L. Wells
Minister

Flexibility in Ontario Secondary School Programs

Are you puzzled by the variety of courses being offered in the secondary school your son or daughter attends? Do you wonder what courses like *Family Studies* or *Informatics* are all about, and what *earning credits* really means?

High school education *is* different from the way it used to be—so different that many parents, like yourself, may wonder whether their youngsters are learning the *right* things—or learning *enough*.

You needn't worry. Our secondary schools are still teaching all the basic skills that young people require. Subjects like English, History, Science, and Mathematics are still being offered in every high school in Ontario. But the new courses that are available to today's students are also important.

Why? Consider this question. Could the high school education *we* received adequately prepare our sons and daughters for tomorrow's world?

The kind of education we received may have been fine for the times. But times change; the world changes. Many of today's students will be working at jobs that didn't even *exist* when you and I went to high school. And because modern technology and communications have made the world so much smaller, they'll be exposed to people and situations that we seldom, if ever, had to face.

That's one reason for the changes that have taken place in our secondary schools during the past few years, and why the requirements for earning a diploma are different as well. The new system is more flexible. It allows students to choose from a greater variety of courses than ever before, and to learn things they'll need to know in order to live and work successfully in *tomorrow's* world. *Their* world.

There's another important reason for the changes. No two people are exactly alike. We don't all learn in the same way or at the same speed. The old system didn't always take this into account. When you and I went to high school many students failed a grade because they couldn't pass one subject, even though their work in other subjects was acceptable.

The new system is helping to change all that.

How does it work?

The credit system allows students to study at their own speed and to choose subjects that will best prepare them for the kind of life and career they want to follow when they graduate.

In today's secondary schools, each course that a student takes is worth a certain number of points, or credits. A full credit is given for most courses, but some may be valued at more or less than one credit, depending on the amount of work they represent.

When a student has successfully completed courses that are worth a minimum of 27 credits, he or she will receive a Secondary School Graduation Diploma. Most students earn seven or eight credits a year, and their diploma in four years.

To earn an *Honour Graduation Diploma*, which is needed to get into most universities, a student is required to complete six *honour level* or Year 5 courses. Most students earn these additional credits during their fifth year in a secondary school, but it's possible to earn some of them earlier.

In any case, the amount of time it takes to earn credits isn't the most important consideration.

A credit is awarded when a student successfully completes a course that would normally require between 110 and 120 hours of classroom study. If the work is done successfully in less time, the school principal may award the credit early. But a student who needs more time to do the work successfully can still earn the credit. The important thing is completing the work satisfactorily—not how long it takes to do it.

Who decides which subjects a student will take? Students and their parents do, because they are in the best position to judge what programs should be taken in light of the individual's abilities, interests and goals. But there are some requirements.

All secondary school courses are now grouped in four major categories: Communications, Social and Environmental Studies, Pure and Applied Sciences, and Arts. Every student must earn at least three credits in each of these categories to obtain a Secondary School Graduation Diploma.

There's a good reason for this regulation. It's to make sure that every student receives a well-rounded education, and that all of the basics are covered.

There is one other requirement for students who began their secondary school programs after September, 1974. Four credits in English Studies and two credits in Canadian Studies must also be included among the 27 credits required for the diploma.

But within these major areas of study, there are many individual courses to choose from. These are the choices that enable a student to tailor his or her educational program to fit individual interests and goals.

How do you make the best choice of subjects?
Talking with teachers, principals, and guidance counsellors is one good way. Even though the choice of individual subjects is up to parents and students, teachers and principals have an obligation to offer advice on the combination of subjects that will best prepare their students to meet individual career goals.

Most schools also make this kind of information available in school calendars or special brochures. Students and parents should study these recommendations carefully, because it is their responsibility to make the final choices.

Won't most students avoid the traditional subjects under the new system?
Not at all. Experience has proven that subjects like Mathematics actually attract more students than they used to, and that others, like Geography, are attracting almost as many. Most students make sound and responsible choices based on personal career goals and the advice of teachers and parents.

What it adds up to
The new system is different from the kind of high school education you and I remember—but that is how it should be. The world is different.

The most important thing we can give today's young people is an open approach to learning. We must show them how to learn so they can cope with change. We must continue to give them the basic skills they will need, but we must also broaden their horizons and insights. Finally, we must encourage them to make the most of their individual strengths and capabilities.

The new system is helping to do just that.

Regional offices of the Ontario Ministry of Education are located in the following cities:

Thunder Bay (475-1581)
Sudbury (566-3480)
North Bay (474-7210)
London (472-1440)
Waterloo (885-0440)
St. Catharines (684-1123)
Willowdale (Toronto 491-0330)
Kingston (546-2641)
Ottawa (225-2230)

Ministry
of
Education
Ontario

Thomas L. Wells
Minister

Who's Responsible for Our Children's Education?

Most people—whether they're eight years old or eighty-five—have their own ideas about education.

“*They* should teach more French in the schools.”
“*They* should concentrate on teaching English.”
“*They* should spend more money on education.”
“*They* should spend less money on education.”

Maybe “they” *should* do some of these things—or none of them. But have you ever wondered who “they” really are? After all, you can't find out what “they” are doing—or why—unless you know which “they” you mean.

The educational system in Ontario isn't controlled by one person or one group. “They” are many people, with a wide range of responsibilities, skills, and types of training, working to help educate the children of this province. Here's a brief guide to who does what in Ontario education, so the next time you have an idea, a question—or a criticism—you'll know which “they” you want to talk to.

The Ontario Ministry of Education has the overall responsibility for the education of children in the elementary and secondary schools of the province, from Kindergarten to Year 5 of secondary school (Grade 13). Its aim is to ensure that equal educational opportunities are provided for all students in Ontario, and that the system responds to the needs of each individual. The Ministry of Education works toward this objective by:

- developing general educational policy for the schools of Ontario;
- providing about 60 per cent of the money spent on elementary and secondary school education in Ontario;
- setting standards for the training of teachers in Ontario, and for evaluating the qualifications of teachers trained outside the province;
- providing guidelines for the development of specific courses by teachers;
- maintaining nine regional offices to ensure that the largest and smallest school boards in the province have equal access to highly trained resource personnel.

School boards are elected by local citizens to manage the day-to-day operation of the schools in a particular area or community. A school board carries out its responsibilities through a director of education and other supervisory officers hired as local board officials. There are 198 school boards in Ontario; each is responsible for hiring personnel—principals, teachers, teaching specialists and consultants, cafeteria workers and custodians. Local boards are also responsible for building new schools and repairing old ones, and for assessing and meeting the educational needs of the community. Some of these needs are language instruction for immigrants, special classes for gifted or exceptional children, and athletic or cultural programs.

Within provincial guidelines school boards also set budgets for the operation of schools within their jurisdiction. Through local taxation, school boards raise about 40 per cent of the money spent on elementary and secondary education in the province.

School principals are responsible for the operation of individual schools. A principal is an experienced *educator* who can provide professional guidance and support to the teacher who needs them; an *administrator* who ensures the smooth physical operation of the school (its safety and maintenance) and participates in the process of hiring teachers; and a *troubleshooter* who makes sure that teachers have the needed equipment to do the best possible job. The principal is also the school's link to the area it serves—the person who makes sure that the school is playing its full part in the life of the community, whether that involves an open house, the presentation of a play, or a visit to the local senior citizens' home.

Teachers are the front line educators: men and women who must be responsive to the needs, the strengths—and the limitations—of each child in the class. The teacher is the person who tries to determine why Johnny finds reading difficult and what steps may be taken to help him. There are two key ingredients that go into the making of a good teacher: knowing how to teach a *child*, and knowing how to teach a *subject*.

You, if you're a parent, also have a vital role to play in your children's education. You're the most important influence in their lives, more important than friends, television, books, movies—or teachers. If *you* think that education is a "waste of time," so will your children. If *you're* tense and anxious about their work, *they'll* worry too. All parents have an obligation to maintain a realistically positive attitude toward the education their children are receiving. If you have any questions or doubts—and let's face it, education, like any other system, can always be improved—you should talk to the teacher or principal in your child's school. And if you don't get the answers you feel you need, call your local school board office.

Whether or not you have a school-aged child, there are other ways in which you can become involved in the education of *all* children.

- Check with your local school or school board and find out whether you can be a volunteer teacher aide. With the emphasis on individual attention, many teachers, especially in the larger schools, would welcome your assistance.
- If you have a special skill—if you're a baker, a business person, or a policeman, or are experienced in handicrafts—your nearby school may be delighted to have you explain your work to its students.
- More and more educational outings take place in Ontario every year—whether it's a tour of a local factory, an all-day visit to a nearby conservation area, or a trip to see Parliament in action. Teachers often need the assistance of adults who can supervise children on such occasions.

In addition to directly helping your local school, you, as a parent, can perform a valuable service for the community at large by becoming a member of a home and school association or a similar group and promoting co-operation between the two vital areas of a child's life.

[illegible] you have any other questions about what "they" are doing—or what *you* can do to help—we hope this brief guide to education in Ontario will direct you to the nearest person who could assist you with some answers. If not, an official in the Regional Office of the Ministry of Education will be happy to help.

Regional offices of the Ontario Ministry of Education are located in the following cities:

Thunder Bay (475-1581)
Sudbury (566-3480)
North Bay (474-7210)
London (472-1440)
Waterloo (885-0440)
St. Catharines (684-1123)
Willowdale (Toronto 491-0330)
Kingston (546-2641)
Ottawa (225-2230)

Ontario

Ministry
of
Education

Thomas L. Wells
Minister

Learning at your own pace by correspondence

Mr B.F.
Corre
ses
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To

Are you being denied a job promotion or better pay because of the Secondary School Graduation Diploma you don't have? Do you feel you're too old to go to school during the day and too busy to go at night? Do you want to continue your studies but don't want to be tied down to a particular time, or a particular place?

If you live in Ontario, are sixteen years of age or older, and meet a few basic requirements, there's a good chance you can earn a diploma, or increase your skills and knowledge, without ever setting foot inside a classroom. It probably won't cost you a penny, and you can do it in the comfort and privacy of your own home.

How? By enrolling in the Ontario Ministry of Education's correspondence courses program. (A complete elementary school correspondence program is also available in both English and French for children who are unable to attend regular classes.)

How does it work?

Correspondence courses are free, and you may begin a course whenever you like. You can follow your own timetable for completing assignments, and earn a certificate or credits at any time of the year.

In addition to the elementary program, courses cover a wide range of secondary school subjects, including business and commerce, drafting, English, Français, French, geography, German, history, social sciences, Latin, classical studies, mathematics, the sciences, and the visual arts.

In most cases, everything you need is supplied free of charge, including textbooks, supplementary reading materials, cassette tapes, records, kits for some visual arts and science courses, instruments, and the lessons themselves. (If you wish to take Year 5, or Honour Graduation courses, you will have to pay for your own textbooks.)

When you complete an assignment, you mail it to the Correspondence Courses office in Toronto for grading and review by a certified secondary school teacher. Your assignment is returned to you, together with the teacher's comments and suggestions. While you're waiting, you move on to the next lesson.

All secondary schools in Ontario now operate on the credit system. Most courses earn the student one credit, but some are worth a partial credit and a few are worth more than one credit. A minimum of 27 credits is needed to obtain a Secondary School

Graduation Diploma. Correspondence courses work in the same way. In other words, you accumulate credits for each course you complete, instead of being promoted by grade, year, or level. If you have already completed part of your secondary school education, you'll be given credit for the courses you've passed.

Correspondence courses of varying degrees of difficulty and varying approaches are offered in many subjects. You may take several courses in one subject area if you wish, or study several different subjects. When you successfully complete a course, you may move on to a more advanced course in the same subject area, no matter how you're doing with your *other* subjects.

Since each correspondence student plans his or her own program, the *choice* of subjects is based on your own interests or needs. If you require help in choosing a combination of courses that will lead to the achievement of a specific objective, the people at the Correspondence Courses office in Toronto can give you expert advice and guidance.

Are you eligible?

Yes, if you're a resident of Ontario and fit into one of the following categories:

(a) a person sixteen years of age or older who is *not* enrolled in day classes in a public secondary school (there is *no maximum age limit* for enrolment);

(b) a person who would normally be attending day school in Ontario but cannot do so because of illness or distance from the nearest school;

(c) a person who is temporarily absent from Ontario (for a period not longer than three years);

(d) a student who is enrolled in Year 3, 4, or 5 (Grade 11, 12, or 13) of a public secondary school and whose principal agrees that correspondence courses (in some subject areas) would be an appropriate alternative to classroom attendance *for that student.* In this case, the principal must sign the student's application form. Final approval rests with the Chief Education Officer, Correspondence Courses.

For many people who are unable to attend school, or who did not complete their secondary school education for any one of a variety of reasons, correspondence courses provide an ideal way to update skills and knowledge, or to earn a diploma.

Many other people take correspondence courses simply because they wish to increase their knowledge of subjects that interest them. Perhaps *you* could take advantage of this worthwhile opportunity in education. Fifty thousand Ontario residents—of all [illegible]es—do so every year.

If you'd like more information, write to Correspondence Courses, 909 Yonge Street, Toronto, M4W 3G2, or talk to your secondary school principal or to an official in the regional office of the Ministry of Education.

Regional offices of the Ontario Ministry of Education are located in the following cities:

Thunder Bay (475-1581)
Sudbury (566-3480)
North Bay (474-7210)
London (472-1440)
Waterloo (885-0440)
St. Catharines (684-1123)
Willowdale (Toronto 491-0330)
Kingston (546-2641)
Ottawa (225-2230)

CRITERIA FOR PROPOSING NEW OR EXPANDED COMMUNITY EDUCATION PROGRAMS

The Ministry of Education will encourage community education, community school programs and the extended use of school facilities. Ultimately such activities should:

a) encourage the use of the school by individuals and groups in the community and assist schools in making greater use of community resources;

b) extend the school into the community as a cultural, social and learning resource and increase the community's awareness of the school's role and activities;

c) encourage involvement and co-operation of agencies and institutions within the community;

d) develop a sense of a school community with which people identify, and through involvement become committed to the school as a centre of learning and service in the community.

The Ministry of Education will extend financial assistance to a school board which undertakes to offer new levels of program or personnel service in the area of community education. (see Memorandum 1974-75: E)

It is suggested that a board applying for community education grants should consider the development of strategies and activities which will encourage:

1. liaison with agencies and institutions involved in community education;
2. liaison with community service agencies;
3. ongoing interaction between a school and its community;
4. use of community resources by the school;
5. development and review of appropriate policies to facilitate use of the school by community groups;
6. support to the principal, teachers and other staff in the development of the school's community education program;
7. establishment of a community advisory council for the school;
8. professional development opportunities in community education for the staff;
9. application of the principles of community education to the development of local curriculum and its implementation;
10. increased public awareness of the role and function of the school.

(over)

APPLICATION FOR A COMMUNITY EDUCATION GRANT MUST INCLUDE:

1. a statement of the present activities and policies of the board and/or individual schools that relate to community education;
2. a copy of the present board policy governing the rental and use of board facilities by the public;
3. a statement of the plan for initiation or expansion of community education development by the board;
4. a copy of the board's motion indicating its intent to undertake the proposed service or program and the associated costs. The motion should contain the projected costs from January to June 30, 1975.
5. Specific information related to the proposal, for example,

   a) a comprehensive description of the program(s) or proposed activity;

   or

   b) job descriptions for staff positions involved.
6. a statement of the evaluation procedures which the board will use in connection with its community education development described in (5) above.

Note: Costs normally associated with plant maintenance and operation are not eligible for purposes of this grant.

If a board receives approval of its application for grant:

a) the Ministry of Education will provide a representative who will be available for assistance and advice, and who will report to the Ministry on the development of the approved community education service;

b) the board will be responsible for presenting to the Ministry, at intervals of approximately four months, a statement dealing with the current status of the undertaking for which the board has received Ministry funds;

c) the board will be entitled to apply for extension of the grant for one year after June 30, 1975.

November 1, 1974.

REMARKS BY: HONOURABLE THOMAS L. WELLS
MINISTER OF EDUCATION, ONTARIO

TO: ONTARIO COMMUNITIES AND SCHOOLS
CONFERENCE
LONDON, ONTARIO

OCTOBER 30, 1974

Ladies and gentlemen, I am not here tonight to speak to you in theoretical or idealistic terms. I do not believe that the interaction of school and community is a complicated thing -- or need be a complicated thing -- and I truly believe that all of us should be on guard to prevent such terms as "community school" or "community education" from taking on the trappings of a new cult.

The school should be in the community -- and the community should be in the school. To me, that is what we are talking about.

A while ago, an acquaintance of mine spent some time looking into the community school idea on his own. He told me later that it would probably be very difficult to implement a community school concept, for a variety of reasons.

But the big reason, according to him, was that everybody has a different definition of community school -- and that there were obvious differences in approach to the community school idea depending on whether you are a member of a community group, a teacher, a school administrator, a recreation official or a government person.

But he found that ordinary citizens find the need simple to express. They want to feel free to go into the local school without too much fuss, and to gain a better understanding of the school's education program. They want to engage in various activities with their neighbours, or maybe share an hour with their son or daughter in the library resource centre, perhaps during the daytime or maybe in the evening.

No, let us not fall into the trap of talking about abstract concepts when reality is very much closer to the ground.

This is neither a new cult nor a new concept. This is a realism that has always existed in Ontario, to varying degrees, though obviously it can stand some bolstering and strengthening in today's society.

Just as an example, I recently saw "community education" described as

> "A developmental process by which members of a community learn to act together to identify specific community needs or problems, and seek out resources or solutions related to them".

To quote further:

> "A major objective of a community education program is to provide for maximum participation in the planning, organization and development of total community resources.
>
> Community education concerns itself with the sum total of human and physical resources in any community, and the use of these resources to satisfy the needs perceived by the community".

There is no argument to these statements. They are very perceptive, in fact. What worries me as a parent, and as Minister of Education, is that the people we wish to serve will not know what we are talking about. And it is important that they do know.

My own view is that we should stop talking philosophy -- surely we can take that for granted -- and get down to basics on talking about how we can get men and women and boys and girls -- complete families -- in a given neighbourhood involved with themselves and involved with their neighbourhood school -- and PERHAPS the two shall meet.

Above all, let us not fall into the trap of thinking that we can look at a neighbourhood and decree that the people there have needs -- and that we can help satisfy those needs, regardless of whether the people involved even know that they have needs.

That kind of approach to the community-school idea is as ill-fated as it is presumptuous in the extreme.

No. I prefer to stick to the simple idea of a school as a community centre of sorts -- relative to the interest and enthusiasm and wishes and aspirations that exist or can be engendered among people living in the neighbourhood served by the school.

For certain, much can be done to inform the citizens of any given neighbourhood of services provided at their local school -- whether such services are educational, recreational, social or otherwise. And much more can be done to rally community interest and support for new programs in the school neighbourhood.

Whether or not the local neighbourhood school is necessarily the ideal location for such activities depends on the local individual circumstance. But let us assume so, for the purposes of this conference at least.

For a few moments, I would like to revert to some generalizations -- some broad statements of objectives which I believe exemplify our concept of community school programs and the extended use of school facilities.

Specifically, the Ministry of Education supports

-- One, - programs and projects that encourage individuals or groups to use their schools.

-- Two, - programs and projects that encourage schools to use their communities as a rich learning experience.

-- Three, - activities that extend the school as a cultural, social and learning centre in the neighbourhood for people of all ages.

-- Four, - we support and encourage the involvement and co-operation of other people - oriented agencies in the local neighbourhood, such as the municipal recreation department, social services department, the local Board of Health, the Children's Aid Society, and so on.

Above all, we strongly support the idea of the local neighbourhood school serving as the catalyst towards developing a community identity, a community sense of involvement and spirit -- and a place where men and women can go freely, for whatever purpose, without feeling threatened or out of place.

At the risk of being accused of being overly simplistic, I would like to state the obvious -- that the starting point in developing this kind -- or any kind -- of neighbourhood or community school is the school principal and his staff. No community school policy is worth the paper it is written on if the principal doesn't believe in and reflect a relaxed open-door approach to parents and the public in general.

There are plenty of examples of this in Ontario. But I also must tell you that as I travel around the Province, there is one concern that parents express to me time and time again. It is that they seldom feel completely at home in their children's school.

In some schools, even when they visit on Parents' Night, they have the feeling that the gates have been opened for that evening only -- and "we may see you again in the Spring".

Parents ask why they can't find out more about what and how their children are being taught. They are disappointed if they cannot get anything more than abstract generalizations about the school's educational program.

Now obviously this kind of thing isn't universal, but I believe it is sufficiently widespread to make it a matter of great concern to anyone interested in stimulating community school development -- because to me this is where it all begins.

The principal - teacher - parent relationship, insofar as the educational program is concerned, is all-importan In my opinion, any group or individual interested in community schools should start right there.

Certainly there are many ways to develop the open door policy and take that first giant step towards a community school. One widely-used approach is to develop a volunteer program; in the past year, over 13,000 volunteers have been serving in Ontario elementary schools.

As a means of involving parents in a school's activities, a sincere and flexible volunteer program can work wonders, and lead to much better community rapport and understanding.

Another good idea -- if it is property organized and carefully nurtured -- is to establish a school-community committee or some such school-based group composed of interested and sincere citizens and teachers, and perhaps representatives of various municipal or public service organizations which serve the neighbourhood.

And, as always, the school principal must be committed, involved and, in many respects, leading the way with enthusiasm and imagination.

This kind of group can get into such things as conducting community surveys to determine interests and needs, identifying community resources (human and otherwise) that might benefit the school's program, or helping to organize a volunteer program.

It could also be involved in discussing adult education opportunities in the area, or particular social, recreational or cultural interests or needs in the neighbourhood.

In any event, one important thing to remember about any school-community committee is that it must be aware of its responsibilities and parameters. There must be a clear understanding that it is advisory only.

The expectations of a group that does not understand this can easily result in resentment, hostilities, or eventual apathy on the part of its members.

I would like to point out that I see no conflict between the role of a school-community committee, attached to a neighbour school, and the role of the elected school board. In no way do the two overlap, nor should they be allowed to. In Ontario today, school boards are doing an excellent job of carrying out their educational responsibilities at the local level.

As I envision a school-community committee, it would complement the school board, not compete with it nor interfere with it.

While I place the open-door policy at the top of my list of essentials for the foundation of a community school, right behind is that well-worn term, community use of school facilities.

Today, most Ontario school boards have policies for community use of schools. In general, schools are used as needed, and there is an increased understanding on the part of educators and citizens that schools should and can be made available to community groups for a wide variety of purposes.

But still, there is a way to go yet, and I trust that community use of schools will continue to grow in Ontario.

To help encourage this, the Ministry of Education has for the past three years made it possible for school boards to isolate their costs related to community use of schools, and class them as supplementary expenditure -- meaning that they need not be subject to the Provincial education spending ceilings.

In 1972, amendment to the Schools Administration Act contained new provisions designed to provide a further major stimulus to the total community use of schools and other public facilities. The amendment made it possible for school boards and municipal authorities to work out agreements to share costs through jointly planning, building and operating facilities for recreational, cultural, educational, administrative or other community purposes.

We believe that this will continue to result in a better use of school and community facilities, and help bring the concept of the school as a focus for varied community acitivity close to being a province-wide reality.

Prior to 1972, numerous school boards and local agencies had developed policies and procedures to ensure the avilability of their facilities to each other and to community groups. These arrangements show the spirit of co-operation and service which can exist when it comes to providing and sharing resources.

The kinds of agreements which have been developed vary according to local understanding, situation and need. This variety is reflected in the form and content of many agreements and statements.

The Hastings County Board of Education policy, for example, reflects the direction of many boards in its straightforward statements about the actual use of faciliites and the terms and conditions under which specifically categorized agencies and groups may obtain such use.

Here in London, of course, we still see the benefits of one of Ontario's early agreements for reciprocal use of facilities and provision of service. I refer to the agreement between the London Board and the City of London Public Utilities Commission, of which the local parks and recreation authority is a component.

Another such agreement which illustrates the partnership aspects of facility and human resource use is the agreement between the school board and the municipal council in Etobicoke.

And there are many other examples.

All of these developments have had a positive influence on the increasing use of the school plant as a total community facility all across Ontario.

Today, there is another trend under way that will have an additional influence on this matter. It is the declining school enrolment trend which has developed as a result of a greatly-reduced birth rate.

The decline at the elementary school level is already quite marked, and will likely continue for at least another 10 years. In the 1970s, we will also see this trend hit the secondary schools.

One of the effects of this will be -- in fact, is -- that in a great many schools, some classrooms and other facilities will not be needed for regular daytime educational purposes. In other words, opportunities for daytime use of even regular classrooms for other purposes will in many cases be greatly increased.

Here let me say that it is the clearly-stated policy of the Ontario Government that first claim on unused school facilities must lie with other school boards serving the same or adjacent jurisdiction. For example, if a significant portion of a particular public school became vacant, and if the Roman Catholic separate school board serving the same area needed additional classroom space, then arrangements should be worked out between the two boards to share, lease or sell the facilities.

The converse is also true, of course -- and also with boards serving adjacent jurisdictions.

Difficult as it seems to be to work out these arrangements, it is only common sense. After all, we are talking about how to make the most efficient use of the public's money.

However, after this priority has been met, there will still be many schools that will have vacant classrooms through the 1970s and beyond. A number of boards are today considering the possibility of renting such space to community organizations.

This idea may well provide excellent insurance to school boards -- in that as one generation replaces another within a neighbourhood, the school will still be there if enrolment rises again.

In many, if not most cases, an integral part of the community school idea is the fact that there should be much more cooperation between schools and other service agencies which serve a community. These can range from recreation people to social and health workers, and can involve levels of cooperation ranging from sharing facilities in a school to just plain increased dialogue and coordination. Through this, everyone in the community can benefit and life can be enriched.

Any way you look at it, more integration of people-oriented -- perhaps child-oriented -- services makes eminent good sense. For one thing, a school and another service agency may be trying to help the same people, often in total isolation from each other. Both may be trying to assist with identical citizen requests and answer similar needs.

If we can get around the bureaucratic red tape problems -- and we should be able to do that -- we should certainly be able to increase the cooperation and rapport between schools and other social agencies.

In places where this has not been developed, it is not the simplest of challenges to try to nurture it. Impossible as it is to legislate this kind of interaction between people -- even though interests are similar -- we are going to try to help it along ... and I will mention this further in a few moments.

This kind of dialogue has been greatly improved at Queen's Park through the establishment of the Social Development Policy Committee of Cabinet. In the past few years, there has been a significant increase in cooperation and communication among the personnel of four people-oriented Ministries -- Community and Social Services, Colleges and Universities, Health and Education, as well as the Youth Secretariat and the Manpower Secretariat. The new structure has provided a very effective vehicle for coordination and integration at the Provincial level.

Before concluding, let me make the point that attitudes are becoming more and more favourable towards increasing the kinds of school-community interaction that I have been talking about. There are numerous examples throughout this Province.

You can think of schools like Holy Rosary in Windsor, Chartland in Scarborough, Flemington Road in North York, Maple Grove in Lincoln County, Kensington in downtown Toronto, Sister Mary Clare and Grandview Gardens in Sault Ste. Marie, or Lord Elgin Secondary in Burlington.

...The list goes on, and I'm sure that some of you have been making a mental list of your own as I have mentioned these few examples. The interesting thing to note is the diversity and scope of activities which these and other schools reflect in the efforts to increase school-community interaction.

Tonight I want to indicate to you a six-point policy regarding community schools. It may surprise you, but this is a statement that I believe is clear-cut, simple and uncomplicated.

It is people-oriented, not adminstration-oriented. It is geared to school principals, to school boards and to citizens primarily. It is designed, quite simple, to stimulate the kind of community school idea that I have been talking about in general terms.

Let me again state the obvious. We can't legislate the kind of cooperation and neighbourhood involvement I have been talking about. Participants make a program. A governmental wave of the hand -- or an administrative sturcutre -- does not. Money can help, but it's not the major factor that makes the difference.

Community involvement and the benefits that can be derived from it cannot be bought or legislated.

If we can start from that premise, let me outline a six-point program which the Ministry of Education will implement beginning immediately.

Number One, we will create a Community Schools Unit within the Ministry of Education. There will be a small staff at the central office at Queen's Park. In addition, a Community Education Officer will be designated within all nine of our regional offices throughout the Province.

These people will not be administrators so much as resource persons -- they will be idea people who will be out in the schools, working at the grassroots level where the action should be.

The Community Schools Unit will be backed up by an Advisory Committee which will include representatives of provincial organizations concerned with education, recreation and community affairs. The Committee's main purpose will be to ensure that we have first-hand knowledge and expertise at our disposal, and that cooperation, co-ordination and advice are at a maximum.

Number Two, the Ministry of Education will provide backing to school boards who really want to get serious about community schools, or try the idea on for size. Boards of education and Roman Catholic Separate School Boards will be able to submit specific proposals for new or expanded programs, including staff needs that might be involved.

For the remainder of the present school year, 1974-75, we will support boards to a maximum of $10,000 per approved project. We will be mailing details of this plan immediately to school boards, so that proposals can be submitted by the end of December.

The same program will be continued throughout the 1975-76 school year. Proposals should be submitted by the end of May 1975 for programs intended for the 1975-76 year.

Number Three, we will soon initiate a project to produce a practical handbook of facts, ideas and examples related to community schools. This handbook will serve a dual function, hopefully, in serving to inform and stimulate both school principals and their staffs and interested citizens.

It will be given very widespread distribution, because I think it can go a long way to increase understanding of the exciting possibilities of community school programs.

Number Four, we will continue to allow school boards to classify their expenditures related to community use of school facilities as being outside the education spending ceilings.

Number Five, we will officially and strongly support the idea of full community use of school facilities after regular school hours. As well, we support the community use of vacant school facilities during the school hours where appropriate, provided that other school boards do not require the space.

Number Six, we will officially and strongly urge school boards to examine their procedures and policies related to their liaison and cooperation with other agencies serving the community -- with a view to improving the lines of communication.

These are the six essential ingredients in this first phase of an active plan to encourage the development of the community school idea all across Ontario. I believe that they will work, although the human element, as always, will be the deciding factor.

I cannot stress too strongly that there will be no one pattern for community schools that will emerge. There will be different rates of development, different ways of operating, and different directions taken.

People may have to reassess objectives and priorities. Some new relationships may have to be developed. In many instances, new services need not be developed -- but rather existing ones integrated and used more effectively.

And we are not talking about building new schools and new facilities to accommodate community school programs. New buildings need not be built, but rather existing ones used for some new purposes in some new ways.

I would like to close tonight with two very brief quotations -- both of which are about seven years old.

The first is from a 1968 magazine article written by Marshall McLuhan. He said:

> "The walls between school and world will continue to blur. Already it is becoming

> clear that the main work of the future will be in education -- and that people will not so much earn a living as learn a living. The school experience can well become so rich and compelling that there will be no drop-outs, only determined drop-ins".

The second quotation is from a speech in 1968 by Thomas Wells, a Minister Without Portfolio in the Ontario Cabinet. He said:

> "If the individual in today's society is to experience the satisfaction of personal growth and development, all available community resources must be channelled to this end. This is one of our major needs, especially in our urban areas where the community school concept can help lick the problems of life in a large city".

Thank you very much.

Dept
Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

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FOR STUDIES IN

1974-75: F

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: CHANGE OF NAME - CHIEF EDUCATION OFFICER AND CHIEF EXECUTIVE OFFICER OF ROMAN CATHOLIC SEPARATE SCHOOL BOARDS

1. The Education Act, 1974, came into force on January 1, 1975.

2. According to the provisions of that act, and effective January 1, 1975, the title for the chief education officer and chief executive officer of a Roman Catholic Separate School Board that appoints its own supervisory officers has been changed from Superintendent of Separate Schools to Director of Education.

3. Directors of Education are asked to bring this to the attention of their school boards.

H. K. Fisher
for G. H. Waldrum
Deputy Minister of Education

January 9, 1975

cc: Regional Directors of Education

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APPENDIX 1

Identification of Agreements Analyzed

Employer and Union	Expiry Date
Barrie General Contractors; and Carpenters Central Ontario District Council (1304, 2480, 2482)	Apr 30, 1977
Barrie General Contractors; and Labourers 506	Sep 15, 1977
Barrie Mechanical Contractors Assn.; and Plumbers 599	Apr 30, 1977
Barrie Sheet Metal Contractors; and Sheet Metal Workers 30C	"
Belleville and District Plumbing and Heating Contractors; and Plumbers 320	"
Belleville Roofing Contractors; and Sheet Metal Workers 269	"
Boilermaker Contractors Assn.; and Boilermakers International	Jun 30, 1977
Brantford Mechanical Contractors Assn.; and Plumbers 674	Apr 30, 1977
Canadian Automatic Sprinkler Assn.; and Plumbers 787	Jun 30, 1977
Canadian Elevator Manufacturers Assn.; and Elevator Constructors 50, 90 & 96	Mar 31, 1978
Central Ontario Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 804	Apr 30, 1977
Chatham Sheet Metal Contractors; and Sheet Metal Workers 235	Jun 30, 1977
Eastern Ontario Insulation Contractors Corp.; and Asbestos Workers 58	Apr 30, 1977
Georgian Bay Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 1739	"
Grand Valley Construction Assn.; and Carpenters Grand River Valley District Council (498, 949, 1940 & 2173)	"
Grand Valley Construction Assn.; and Labourers 1081	"
Grand Valley Road, Sewer and Watermain Contractors; and International Operating Engineers 793	Apr 30, 1976
Grand Valley Road, Sewer and Watermain Contractors; and Labourers 1081	Dec 31, 1976
Grand Valley Road, Sewer and Watermain Contractors; and Teamsters 879	Mar 31, 1976
Greater Windsor Home Builders Assn.; and Bricklayers 6	Apr 30, 1976
Greater Windsor Home Builders Assn.; and Carpenters 494	Apr 30, 1977
Greater Windsor Home Builders Assn.; and Labourers 625	"
Greater Windsor Home Builders Assn.; and Teamsters 880	"
Grey County General Contractors; and Carpenters 2050	"

Hamilton Construction Assn.; and Carpenters 18	Apr 30, 1976
Hamilton Construction Assn.; and Labourers 837	Apr 30, 1977
Hamilton Construction Assn. (Cement Finishers' Agrt.); and Plasterers 298	Apr 30, 1976
Hamilton Contracting Plasterers Assn. (Plasterers' Agrt.); and Plasterers 298	Apr 30, 1977
Hamilton and District General Contractors; and International Operating Engineers 793	"
Hamilton and District Residential Plastering Contractors; and Plasterers 298	Oct 31, 1975
Hamilton and District Road, Sewer and Watermain Contractors; and Teamsters 879	Jan 1, 1977
Hamilton and District Sheet Metal Contractors Assn.; and Sheet Metal Workers 537	Apr 30, 1977
Hamilton Electrical Construction Assn.; and Electrical Workers (I.B.E.W.) 105	"
Hamilton Glass Installation Contractors; and Painters 1795	Dec 31, 1975
Hamilton Hand Assn. of Road, Sewer and Watermain Contractors; and Labourers 837	Dec 31, 1976
Hamilton Hand Association of Sewer, Watermain and Road Contractors; and International Operating Engineers, 793	Jun 30, 1976
Hamilton Mechanical Contractors Assn.; and Plumbers 67	Apr 30, 1977
Hamilton Roofing Contractors Assn.; and Sheet Metal Workers 537	Apr 30, 1977
Interior Systems Contractors Assn.; and Lathers 562	"
Kingston Construction Assn.; and Carpenters 249	Apr 30, 1977
Kingston Construction Assn.; and Labourers 247	"
Kingston Construction Assn. (Roofers' Agrt.); and Sheet Metal Workers 269	"
Kingston and District Road, Sewer and Watermain, General and Heavy Contractors; and International Operating Engineers 793	Apr 30, 1976
Kingston and District Road, Sewer and Watermain Contractors; and Labourers 247	Apr 30, 1977
Kingston Glass Installation Contractors; and Painters 114	Nov 30, 1975
Kingston Mechanical Contractors Assn.; and Plumbers 221	Apr 30, 1977
Kingston Mechanical Contractors Assn.; and Sheet Metal Workers 269	"
Kitchener Glass Installation Contractors; and Painters 1824	Dec 31, 1975
Kitchener Mechanical Contractors Assn.; and Plumbers 527	Apr 30, 1977
Kitchener-Waterloo Roofing Contractors; and Sheet Metal Workers 562	"
Lakehead Sheet Metal Contractors Assn. (Sheet Metal Workers' Agrt.); and Sheet Metal Workers 397	"

Lake Ontario Construction Assns.; and Carpenters Lake Ontario District Council	Apr 30, 1977
London Contracting Plasterers Assn.; and Painters 1783	"
London and District Construction Assn. (Carpenters' Agrt.); and Carpenters Western Ontario District Council (1946, 2222, 2451)	"
London and District Construction Assn. (Resilient Floor and Carpet Layers' Agrt.); and Carpenters Western Ontario District Council (1946, 2222, 2451)	"
London and District Construction Assn.; and International Operating Engineers 793	"
London and District Construction Assn.; and Labourers 1059	"
London and District Construction Assn. (Cement Finishers' Agrt.); and Plasterers 151	"
London and District Glass Installation Contractors; and Carpenters 1946	May 31, 1977
London and District Glass Installation Contractors; and Painters 1783	May 31, 1976
London and District Road, Sewer and Watermain Contractors; and International Operating Engineers 793	Dec 31, 1977
London and District Road, Sewer and Watermain Contractors; and Labourers 1059	Jul 15, 1976
London Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 120	Apr 30, 1977
London Mechanical Contractors Assn.; and Plumbers 593	"
London Road, Sewer and Watermain Contractors; and Teamsters 141	Jul 15, 1977
London Roofing Contractors; and Sheet Metal Workers 473	Apr 30, 1977
London Sheet Metal Contractors Assn. (Sheet Metal Workers' Agrt.); and Sheet Metal Workers 473	"
Metropolitan Toronto Apartment Builders Assn. (High Rise Agrt.); and Labourers 183	May 1, 1977
Metropolitan Toronto Apartment Builders Assn. (Housing Agrt.); and Labourers 183	"
Metropolitan Toronto Road Builders Assn.; and International Operating Engineers 793	Apr 30, 1976
Metropolitan Toronto Road Builders Assn.; and Labourers 183 and Teamsters 230	"
Metropolitan Toronto Sewer and Watermain Contractors Assn.; and International Operating Engineers 793	"
Metropolitan Toronto Sewer and Watermain Contractors Assn.; and Labourers 183 and Teamsters 230	"
National Capital Roadbuilders Assn.; and International Operating Engineers 793, Labourers 527, and Teamsters 91	Mar 8, 1976
Niagara Construction Assn.; and Carpenters 38	Apr 30, 1977
Niagara Construction Assn.; and Labourers 837	"
Niagara Mechanical Contractors Assn.; and Plumbers 666	"

Niagara Peninsula Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 303	Apr 30, 1977
Niagara Road, Sewer and Watermain Contractors; and Teamsters 879	Apr 30, 1976
North Bay General Contractors; and Carpenters 2486	Apr 30, 1977
Ontario Construction Labour Relations Assn.; and Labourers 491, 493, 1036	"
Ontario Construction Labour Relations Assn. (London Rodmens' Agrt.); and Structural Iron Workers 700	"
Ontario Construction Labour Relations Assn. (Windsor Rodmens'Agrt.); and Structural Iron Workers 700	"
Ontario Construction Labour Relations Assn. (Hamilton Rodmens' Agrt.); and Structural Iron Workers 736	"
Ontario Construction Labour Relations Assn. (Ottawa Rodmens' Agrt.); and Structural Iron Workers 765	"
Ontario Construction Labour Relations Assn. (Sudbury Rodmens' Agrt.); and Structural Iron Workers 786	"
Ontario Erectors Assn.; and Structural Iron Workers, 700, 721, 736, 765, 786.	"
Ontario Masonry Industry Employers Council; and Bricklayers Ontario Provincial Council	Apr 30, 1976
Ontario Master Insulators Assn. Inc.; and Asbestos Workers 95	Apr 30, 1979
Ontario Millwrighting Contractors Assn.; and Carpenters International	May 31, 1977
Ontario Painting and Decorating Contractors Assn.; and Painters Ontario Council	Apr 30, 1977
Ontario Painting and Decorating Contractors Assn. (Residential Agrt.); and Painters 1891	"
Ontario Refrigeration and Air Conditioning Contractors Assn.; and Plumbers 787	Apr 30, 1978
Ontario Terrazzo, Tile and Marble Guild; and Bricklayers Ontario Provincial Council	Apr 30, 1976
Oshawa and District Construction Exchange; and Labourers 597	Apr 30, 1977
Oshawa and District Road Builders; and International Operating Engineers 793	Apr 30, 1976
Oshawa and District Road, Sewer and Watermain Contractors; and Labourers 597 and Teamsters 230	"
Oshawa Glass Installation Contractors; and Painters 1832	May 31, 1977
Oshawa-Port Hope Mechanical Contractors Assn.; and Plumbers 463	Apr 30, 1977
Oshawa-Port Hope Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 894	Apr 30, 1977
Ottawa Construction Assn.; and Carpenters 93	"
Ottawa Construction Assn.; and Carpenters 1988, 2307, 2466	"
Ottawa Construction Assn.; and International Operating Engineers 793	"
Ottawa Construction Assn.; and Labourers 527	Apr 30, 1979

Ottawa Construction Assn. (Cement Masons' Agrt.); and Plasterers 124	Apr 30, 1977
Ottawa Construction Assn. (Roofers' Agrt.); and Sheet Metal Workers 47	"
Ottawa Construction Assn. (Resilient Floor and Carpet Layers' Agrt.); and Carpenters 93	"
Ottawa Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 586	"
Ottawa Glass Installation Contractors; and Painters 200	Mar 31, 1976
Ottawa Walls and Ceilings Contractors Assn. (Plasterers' Agrt.); and Plasterers 124	Apr 30, 1977
Ottawa Mechanical Contractors Assn. (Ottawa Agrt.); and Plumbers 71	"
Ottawa Mechanical Contractors Assn. (Cornwall Agrt.); and Plumbers 71	"
Ottawa Mechanical Contractors Assn. (Renfrew Agrt.); and Plumbers 71	"
Ottawa Mechanical Contractors Assn.; and Sheet Metal Workers 47	"
Pembroke General Contractors; and Labourers 527	Oct 31, 1976
Peterborough and District Construction Exchange; and Labourers 597	Apr 30, 1977
Peterborough and District Rodmen Contractors; and Structural Iron Workers 721	Aug 31, 1976
Peterborough Glass Installation Contractors; and Painters 1832	Dec 31, 1976
Peterborough Mechanical Contractors Assn.; and Sheet Metal Workers 392	Apr 30, 1977
Quinte-St. Lawrence Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 115	Apr 30, 1977
Sarnia Construction Assn.; and Carpenters 1256	Apr 30, 1979
Sarnia Construction Assn.; and International Operating Engineers 793	"
Sarnia Construction Assn.; and Labourers 1089	"
Sarnia Construction Assn. (Cement Finishers' Agrt.); and Plasterers 915	"
Sarnia Construction Assn. (Rodmens' Agrt.); and Structural Iron Workers 700	"
Sarnia Construction Assn.; and Teamsters 880	"
Sarnia Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 530	"
Sarnia Glass Installation Contractors; and Painters 1590	Apr 30, 1977
Sarnia Mechanical Contractors Assn.; and Plumbers 663	Apr 30, 1979
Sarnia Plasterering Contractors (Plasterers' Agrt); and Plasterers 915	"
Sarnia Residential Sheet Metal Contractors; and Sheet Metal Workers 539	Oct 30, 1975
Sarnia Road, Sewer and Watermain Contractors; and International Operating Engineers 793, Labourers 1089 and Teamsters 880	Apr 30, 1976
Sarnia Roofing Contractors; and Sheet Metal Workers 539	Apr 30, 1979

Sarnia Sheet Metal Contractors Assn. (Sheet Metal Workers' Agrt.); and Sheet Metal Workers 539	Apr 30, 1979
Sault Ste. Marie Builders Exchange; and Carpenters 446	Apr 30, 1977
Sault Ste. Marie Builders Exchange; and International Operating Engineers 793	"
Sault Ste. Marie Builders Exchange; and Sheet Metal Workers 504	"
Sault Ste. Marie Builders Exchange (Plumbers' Agrt.); and Christian Labour Assn.	"
Sault Ste. Marie Mechanical Contractors Assn.; and Plumbers 508	"
Sault Ste. Marie Residential Contractors; and Carpenters 446	Nov 30, 1977
Sault Ste. Marie Roofing Contractors; and Sheet Metal Workers 504	Apr 30, 1977
Sudbury Construction Assn.; and Carpenters 2486	"
Sudbury Construction Assn.; and International Operating Engineers 793	"
Sudbury and District Road, Sewer and Watermain Contractors; and Labourers 493	Dec 31, 1976
Sudbury and District Sewer and Watermain Contractors; and International Operating Engineers 793	Apr 30, 1976
Sudbury Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 1687	Dec 31, 1975
Sudbury Glass Installation Contractors; and Painters 1904	Dec 31, 1976
Sudbury Mechanical Contractors Assn.; and Plumbers 800	Apr 30, 1977
Sudbury Mechanical Contractors Assn.; and Sheet Metal Workers 504	"
Sudbury Plastering Contractors; and and Plasterers 70	Oct 31, 1977
Thunder Bay Construction Assn.; and Carpenters 1669	Apr 30, 1977
Thunder Bay Construction Assn. (Cement Finishers' Div.); and Carpenters 2693	"
Thunder Bay Construction Assn. (Labourers' Agrt.); and Carpenters 2693	"
Thunder Bay Construction Assn.; and Electrical Workers (I.B.E.W.) 339	"
Thunder Bay Construction Assn. (General, Road, Sewer and Watermain Agrt.); and International Operating Engineers 793	"
Thunder Bay Construction Assn. (Plastering Div.); and Plasterers 344	"
Thunder Bay Construction Assn. (Iron Workers' and Rodmens' Agrt.); and Structural Iron Workers 759	"
Thunder Bay and District General Contractors; and Labourers 607	"
Thunder Bay and District Road, Sewer, Watermain and Heavy Contractors; and Labourers 607	Apr 30, 1976
Thunder Bay Floor Coverers; and Painters 1671	Apr 30, 1977
Thunder Bay Glass Installation Contractors; and Painters 1671	"

Thunder Bay Mechanical Contractors Assn.; and Plumbers 628	Apr 30, 1977
Thunder Bay Roofing Contractors; and Sheet Metal Workers 397	Apr 30, 1976
Timmins General Contractors; and Carpenters 2486	Apr 30, 1977
Timmins General Contractors; and Teamsters 230	Nov 30, 1976
Timmins Sewer and Watermain Contractors; and International Operating Engineers 793	Jun 30, 1976
Toronto Architectural Glass and Metal Contractors Assn.; and Painters 1819	Apr 30, 1977
Toronto Construction Assn.; and Carpenters District Council of Toronto and Vicinity	Oct 31, 1977
Toronto Construction Assn.; and International Operating Engineers 793	Apr 30, 1976
Toronto Construction Assn.; and Labourers 506	Jul 31, 1977
Toronto Construction Assn. (Cement Finishers' Agrt.); and Plasterers 598	Apr 30, 1976
Toronto Construction Assn. (Rodmen's Agrt.); and Structural Iron Workers 721	Aug 31, 1976
Toronto Contracting Plasterers; and Plasterers 48	Apr 30, 1977
Toronto Contracting Plasterers; and Plasterers 117	"
Toronto and District Carpentry Contractors Assn.; and Carpenters 1190	Apr 30, 1977
Toronto and District Marble, Terrazzo and Tile Contractors Assn.; and Terrazzo Workers Helpers 56	Apr 30, 1976
Toronto Electrical Contractors Assn.; and Electrical Workers (I.B.E.W.) 353	Apr 30, 1977
Toronto General Contractors (Heavy and Commercial Agrt.); and Teamsters 230	Apr 30, 1976
Toronto Lathing and Plastering Contractors (Plasterers' Agrt.); and Bricklayers 31	Apr 30, 1977
Toronto Masonry Contractors Assn.; and Bricklayers Independent Union 1	May 31, 1976
Toronto Mechanical Contractors Assn. (Commercial and Industrial Agrt.); and Plumbers 46	Apr 30, 1977
Toronto Mechanical Contractors Assn. (Residential Agrt.); and Plumbers 46	Jun 30, 1977
Toronto Residential Architectural Metal Assn.; and Structural Iron Workers 721	Feb 28, 1976
Toronto Residential Masonry Contractors; and Bricklayers 2	May 31, 1976
Toronto Residential Sheet Metal Contractors Organization; and Sheet Metal Workers 285	Apr 30, 1976
Toronto Resilient Flooring Contractors Assn.; and Carpenters 2965	"
Toronto Sheet Metal and Air Handling Group (Roofers' Agrt.); and Sheet Metal Workers 30	Apr 30, 1977

Toronto Sheet Metal and Air Handling Group (Sheet Metal Workers' Agrt.); and Sheet Metal Workers 30	Apr 30, 1977
Waterloo-Wellington Sheet Metal Contractors Assn.; and Sheet Metal Workers 562	"
Windsor Construction Assn.; and Carpenters 494	"
Windsor Construction Assn.; and International Operating Engineers 793	"
Windsor Construction Assn.; and Labourers 625	"
Windsor Construction Assn. and Windsor Home Builders Assn.; and Labourers 749	"
Windsor Construction Assn. (Glaziers' Agrt.); and Painters 1684	"
Windsor Construction Assn. (Cement Masons' Agrt.); and Plasterers 345	"
Windsor Construction Assn. (Roofers' Agrt.); and Sheet Metal Workers 235	"
Windsor Construction Assn.; and Teamsters 880	"
Windsor Contracting Plasterers Assn. (Plasterers' Agrt.); and Plasterers 345	"
Windsor Electrical Contractors Assn. (Chatham Agrt.); and Electrical Workers (I.B.E.W.) 773	"
Windsor Electrical Contractors Assn. (Windsor Agrt.); and Electrical Workers (I.B.E.W.) 773	"
Windsor Heavy Construction Assn.; and International Operating Engineers 793, Labourers 625 & 749, and Teamsters 880	Apr 30, 1978
Windsor Mechanical Contractors Assn.; and Plumbers 552	Apr 30, 1977
Windsor Sheet Metal Contractors Assn.; and Sheet Metal Workers 235	"

Dept.

Ministry
of
Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

LIBRARY
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

1974-75: H

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION

RE: SCHOOL YEAR

In 1973-74, the policy with respect to the school year was modified to allow school boards increased flexibility in establishing school year calendars for their respective jurisdictions, and to recognize the need for evaluation and preparatory time by teachers.

The new policy followed the basic principles advanced by a Task Force appointed by the Minister in June 1972 to study the question of school closing dates and the length and organization of the school year.

Since the introduction of the new policy, the Ministry has made a careful examination of the results of a survey of teachers, principals, parents, trustees, and other interested parties as well as submissions from individual principals and teachers. Two significant conclusions have been drawn from this material. First, in the use of professional activity days, considerable emphasis should be placed on evaluation of pupil progress, counselling of pupils, curriculum and program development, parent-teacher consultation, and professional development of teachers. Second, it is apparent that difficulties related to the examination procedures in the secondary school exist. These difficulties arise from a variety of applications of the policy regarding the use of instructional days for scheduled formal examinations and the use of these days and professional activity days in determining the termination of regular classes in the month of June.

The Ministry recognizes that a well-planned, purposeful evaluation policy is an integral and valuable part of the instructional program. Differences of opinion exist, however, regarding the best plan of student evaluation. Some educators strongly argue for greater emphasis on formal examinations; some support the replacement of formal examinations with a plan of continuing and on-going evaluation; and others support a careful blending of on-going evaluation, formal examinations, and exemptions from examinations at the end of the year for those students who have achieved well through diligence and effort.

In order to overcome the difficulty in applying the
13 modified school year policy as it relates to the use of instructional days for examination purposes in secondary school programs, the Ministry recognizes that an instructional day may be used for examination purposes and only those students writing the examinations need be expected to attend. Instructional days used for examination purposes will be required to be identified as such on the school year calendar for each school.

(over)

In planning the School Year Calendar 1975-76, school boards are referred to Ontario Regulation 546/73 SCHOOL YEAR AND SCHOOL HOLIDAYS for detailed information with special reference to Sections 2(2), 3, and 4(1).

School calendars are to be submitted by May 1st, 1975, to the Regional Director of Education for your Region. A calendar is required for each school. Since several schools may be on the same calendar, please list on the reverse side of the calendar the schools which are following this particular calendar. Additional copies of the calendar may be requested from the Regional Office or they may be photocopied.

A. STATUTORY SCHOOL HOLIDAYS

(i) The following statutory school holidays have been designated H in the space below the date,

Thanksgiving Day - October 13
Christmas Vacation - December 22-26, 29, 30, 31
January 1, 2
Good Friday - April 16
Victoria Day - May 24

(ii) In the space below the appropriate dates for the following, mark H,

Remembrance Day - November 11 (if observed as a holiday on that date) Appropriate programs for Remembrance Day should be conducted prior to November 11.
Mid-Winter Break - March 22-26 (if observed as holidays on those dates)
Easter Monday - April 19 (if observed as a holiday on that date)

B. BOARD DESIGNATED HOLIDAYS

If a board chooses to observe any of the holidays in A(ii) above on other dates, in the space below the selected date(s), mark B.

If this choice is applied to Remembrance Day, appropriate programs should be conducted on November 11.

C. PROFESSIONAL ACTIVITY DAYS

On the school calendar(s), in the space below the appropriate dates, mark P, the days designated by the board as professional activity days.

Based on the comments of the professional activity day survey held last year, all respondent groups favour the concept. There was, however, a definite lack of understanding on the part of many parents. The expectation is held that boards and schools will make every effort to keep parents aware of the purposes and dates of professional activity days. Schools should not be closed early for professional activity purposes beyond the days specified in the school year calendar approved by the board.

Under Ontario Regulation 546/73 SCHOOL YEAR AND SCHOOL HOLIDAYS, there is provision for professional development of teachers within the terms of reference for professional activity days. Because of the wide differences in interpretation of the professional development aspect, supervisory officers and boards are requested to study carefully the programs planned under this designation to ensure that acceptable practices are followed, and that the school communities are fully aware of the programs.

D. INSTRUCTIONAL DAYS

The school year shall include a minimum of 185 instructional days.

On the school calendar(s) in the space below the appropriate date, mark E the instructional days on which scheduled examinations shall be held. Attach detailed description of the complete scheduled examination program(s) to the calendar(s). No attachment is required for calendars without E designations.

It is not necessary to indicate the dates of the remaining instructional days.

In columns A, B, C, and D indicate the number of days as designated for each month. The totals of columns A and B will be 20. The totals of columns C and D will be 197.

H. K. Fisher

H. K. Fisher,
Assistant Deputy Minister.

February 24, 1975.

Ontario

SCHOOL YEAR CALENDAR 1975-76

SCHOOL BOARD:

SCHOOL:

Elementary ☐

Secondary ☐

APPROVED BY: ______________________
(signature of board official)

MONTH	NUMBER OF STATUTORY SCHOOL HOLIDAYS A	NUMBER OF BOARD DESIGNATED HOLIDAYS B	NUMBER OF PROFESSIONAL ACTIVITY DAYS C	NUMBER OF INSTRUCTIONAL DAYS D	NUMBER OF SCHEDULED EXAMINATION DAYS E	1st WEEK					2nd WEEK					3rd WEEK					4th WEEK					5th WEEK				
						M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
SEPTEMBER							2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
OCTOBER								1	2	3	6	7	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	31
NOVEMBER						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
DECEMBER						1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23 H	24 H	25 H	26 H	29 H	30 H	31 H		
JANUARY									1 H	2 H	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
FEBRUARY						2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
MARCH						1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
APRIL									1	2	5	6	7	8	9	12	13	14	15	16 H	19	20	21	22	23	26	27	28	29	30
MAY						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
JUNE							1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
TOTAL																														

LEGEND:

Statutory School Holidays - H
Board Designated Holidays - B
Scheduled Examination Days - E
Professional Activity Days - P
Half - Day - ▨

Ministry
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Education

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: I

APR 10 1975
THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: BOARD-SPONSORED WINTER COURSES FOR TEACHERS, FOR MINISTRY CREDIT 1975-76

This Memorandum supersedes Memorandum 1973-74:13, dated December 5, 1973.

1. A board wishing to operate a winter course for teachers, leading to Ministry credit, should submit an application form (in triplicate) provided by the Regional Director of Education, ON OR BEFORE JUNE 1, 1975. In addition, the application, to be complete, must include the following information:

   (a) triplicate copies of staff list giving name, teaching experience, area of responsibility of each staff member, and his particular qualifications for that position;

   (b) triplicate copies of course outlines indicating the objectives, strategies, content, resources and evaluation procedures.

   Two copies of the application forms with staff lists and course outlines, as stated in (a) and (b), are to be forwarded to the Regional Director in the area where the course is being offered. The third copy is to be retained by the board.

2. In the planning and staffing of all courses, Directors of Education should first establish contact with and seek assistance from the Regional Director of Education who will designate an educational officer for this purpose.

3. Boards in or close to a centre where there is an Ontario Teacher Education College or a Faculty of Education should investigate the possibility of consulting with these institutions for assistance in staffing arrangements for winter programs for Ministry credit.

4. The provision of accommodation, the recruitment and payment of staff, the setting and collection of fees will be the responsibility of the sponsoring board.

   The Ministry cannot undertake to provide staff or financial assistance for winter courses. Boards should staff with due concern for the objectives and appropriate methodologies for the particular course.

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(over)

A sponsoring board will also be required to make provision for an adequate supply of books, equipment and materials necessary to conduct a particular course. (Note that books and equipment provided for Ministry Summer Courses are used by the Ontario Teacher Education College, Regional Offices and other Branches of the Ministry during the winter and are not always available.)

5. Where two or more boards are cooperating in offering a course in 1975-76, one board will be required to accept full responsibility for the organization, and for the proper conduct of the course, and all official correspondence from the Ministry will be with that one board. It is understood that this board may have assistance from neighbouring boards in the provision of staff and resource materials, and may make arrangements for the admission of teachers who are employees of other boards.

6. Course outlines indicating objectives, strategies, content, resources, evaluation procedures, timetables, assignments, examinations, and qualifications of staff are subject to approval by the Regional Director of Education. The Ministry reserves the right to exercise such supervision of a course as it deems necessary. Where it is reported that the sponsoring board has failed to provide an adequate number of qualified and experienced instructors to conduct a course effectively, or that the Regulations of the Ministry are not being observed, Ministry credit will not be granted for the course.

7. The admission requirements for all courses will be the same as those outlined in the most recent booklet - PROFESSIONAL SUMMER COURSES FOR TEACHERS. No Ministry credit will be given to an applicant whose qualifications for admission to a particular course do not meet the Ministry's requirements. Where the eligibility of an applicant is in doubt, a ruling must be obtained from the Education Records Branch, Ministry of Education, Ontario, 18th Floor, Mowat Block, Queen's Park, Toronto M7A 1L2 before admission is granted.

   The decision to permit auditors or visitors to attend part or all of a course is the responsibility of the sponsoring board. Such persons should be informed that their names will not appear on Ministry records and they will not receive credit, now or in the future, for courses attended.

8. The hours of instruction and practical application of concepts and theories learned in courses leading to Ministry credit may not be fewer than 125.

   In preparing the course timetable the following conditions should be noted:

   (a) Winter course sessions held on school nights shall not exceed three hours, except in the case of visual arts which may be extended to four hours;

   (b) The interval between class sessions shall not exceed ten days (except for the usual school vacation periods).

9. Applicants for a winter course for Ministry credit should be informed that regular attendance is required for the full period of the course. Irregular attendance, for any reason, must be reported to the Regional Director of Education by the principal of the course and can result in failure to obtain Ministry credit.

10. Only those courses for which the board can provide a sufficient number of qualified staff members and an adequate number of reference texts may be offered for Ministry credit. Recommended staff requirements are listed on page 4 of this memorandum.

11. All inquiries regarding winter courses, including the acquisition of application forms, should be directed to the Regional Director of Education.

    Boards are reminded that for 1975-76 courses the final date for receiving completed application forms, including staff lists and course outlines is June 1, 1975.

H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

March 21, 1975.

cc: Regional Directors of Education

RECOMMENDED NUMBER OF INSTRUCTORS FOR WINTER COURSES LEADING TO DEPARTMENTAL CREDIT

RSE	MINIMUM NO. OF INSTRUCTORS	NUMBERS FOR ADDITIONAL STUDENTS
	5 for up to 100 students	1 for each additional 20
ldhood Education	8 for up to 100 students (staff to work with both children and teachers)	1 for each additional 15
Mathematics (Gr. 1-6)	4 for up to 75 students	1 for each additional 30
Science (Gr. 1-6)	3 for up to 60 students	1 for each additional 20
Social Studies (Gr. 1-6)	3 for up to 60 students	1 for each additional 20
School Librarians	6 for up to 100 (including 3 professional librarians)	1 for each additional 50
ironmental Field Studies	3 for up to 30 students	1 for each additional 15
egrated Studies	3 for up to 30 students	1 for each additional 15
dance	3 for up to 30 students	1 for each additional 15
erm. Div. Math. (Gr. 7 & 8)	3 for up to 75 students	1 for each additional 30
erm. Div. Geo. & History ades 7 & 8)	3 for up to 60 students	1 for each additional 20
ermediate Education	5 for up to 100 students	1 for each additional 35
ior Education	5 for up to 100 students	1 for each additional 35
guage Arts	4 for up to 60 students	1 for each additional 15
arn. Materials Methodology	3 for up to 50 students plus 1 technician	1 for each additional 15
sic	3 for up to 50 students	1 for each additional 20
s. & Health Education, Type B	4 per unit for 50 students	1 for each additional 15
. Special Education	7 for up to 100 students (4 for general subjects 3 for Prescriptive Teaching)	1 for each additional 25
aching French to glish-speaking Pupils	3 for up to 20 students	1 for each additional 10

number of the courses leading to a Special Certificate but not included in this list are e responsibility of the Colleges and Faculties of Education.

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1974-75: J

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MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: JUNE BOARD REPORT 1975

The June Board Report for 1974 again provided data of significant value in the planning and decision-making areas of finance, facilities and staff. Additionally, data used as revisions for the Directory of Education 1974 enabled distribution of that directory to commence in the final week of September.

The June Board Report for 1975 follows essentially the same format as for 1974. Wherever problems occurred last year, we have tried to clarify the instructions.

Pages 8 and 9 contain basically the same Special Education data. Definition of data content has received further attention in the hope that the task of reporting will be made easier.

We again ask your support in ensuring that the 1975 June Board Report is completed accurately, and returned to your Regional Director of Education by June 5, 1975.

Your customary careful attention to the details of this report will once more be sincerely appreciated.

J. S. Stephen

J. S. Stephen,
Assistant Deputy Minister.

April 15, 1975.

cc: Regional Directors of
Education

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JUN 16 1975
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1974-75: K

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: SUPERVISORY OFFICERS

1. Ontario Regulation 140/75, a Regulation made under The Education Act, 1974, came into effect on February 28, 1974, and replaced O. Reg. 517/71 as amended by O. Reg. 231/73. A copy of this new Regulation was sent recently to officials of school boards, and an additional copy is forwarded to you herewith.

2. O. Reg. 140/75 provides in Part I for the qualifications of supervisory officers, and in Part II for the transfer and dismissal of supervisory officers as referred to in Section 251 of The Education Act, 1974.

3. The provisions for the qualifications of a supervisory officer through the route provided for a teacher have not been changed from those that have been in effect. Section 247 of The Education Act, 1974, makes it clear that a director of education must be a supervisory officer who has qualified as such as a teacher in Ontario.

4. The new Regulation now provides that supervisory officers may become qualified through the business administration route, for positions that include business functions with a board or the Ministry. Such positions do not include the development, implementation, operation and supervision of educational programs.

5. In order that the Ministry may recognize those persons deemed to hold a Supervisory Officer's Certificate in accordance with the provision of Section 5 of the Regulation, the Director of Education for each board is asked to forward to the Director of Supervisory Services, Ministry of Education, by June 15, 1975, a copy of the board's organization chart, and the name, degrees, title, qualifications and duties of each person recommended as deemed to hold a Supervisory Officer's Certificate as of August 31, 1975. The Ministry will advise each board of the persons who are recognized as qualified under the provisions of subsections (1) and (2) of Section 5 of Regulation 140/75.

6. A separate announcement will be made later regarding application to take the professional examinations to be held in 1976 for those who wish to qualify for the Supervisory Officer's Certificate.

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H. K. Fisher

H. K. Fisher
Assistant Deputy Minister

June 4, 1975.

cc: Regional Directors of Education

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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: L

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MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: THE SCHOOL BOARDS AND TEACHERS
COLLECTIVE NEGOTIATIONS ACT, 1975

Accompanying this memorandum for your information are copies of The School Boards and Teachers Collective Negotiations Act, 1975, and summary outlines of the major provisions of the Bill which has been introduced in the Legislature.

The summary is provided for the use of those persons who are seriously interested in the contents of the Bill but lack the time necessary to read it clause by clause. It follows the Bill closely but does not pretend to cover every detail. Reference should, therefore, be made to the Bill itself for exactness and clarity.

G. H. Waldrum

June 3, 1975

G. H. Waldrum
Deputy Minister of Education

cc: Regional Directors of Education

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Innovative legislation to regulate teacher-school board negotiations in Ontario

Text of a statement to the
Ontario Legislature by
Hon. Thomas L. Wells
Minister of Education

Friday, May 30, 1975

Mr. Speaker, I would like to inform members of the House that early next week I will be introducing a Bill designed to regulate collective bargaining between teachers and school boards in Ontario.

Under ordinary circumstances, there would be no need for me to report to the Legislature prematurely in this way. However, the article in this morning's Globe and Mail concerning certain details of the proposed legislation compels me to do so at this time.

Consultation on final details

Yesterday, in keeping with a personal commitment that I made some time ago, I met in private meetings with representatives of the Ontario Teachers' Federation, the Ontario School Trustees' Council and the Ontario Association of Education Administrative Officials. Representatives of the various organizations signed for, received and returned draft copies of the proposed legislation.

The purpose of the meetings was to discuss the proposed provisions of the bill and to solicit constructive suggestions for improvement before every detail was finalized.

I believe that this kind of consultative process is a good practice for governments to follow. Yesterday, however, before this process was completed, a copy of the draft Bill was taken from a meeting room in which representatives were examining it, and this morning's article is the direct result.

I am disappointed, naturally, that the process of responsible consultation on the details of the legislation has led to this news item reaching the public before I was able to present the Bill to the Legislature.

In any event, Mr. Speaker, I feel that I should now provide members with further details and background on the Bill which we intend to introduce next week.

This Bill has admittedly been a long time in the preparation. We have considered the ideas of many groups and individuals, and examined in detail virtually every piece of legislation covering this field that exists in other Canadian Provinces and in many parts of United States.

I shall be very proud to introduce this Bill next week. Compared to labour legislation in general in North America, it is innovative and progressive. Compared to teacher-school board bargaining legislation in particular, I sincerely believe that it will set patterns that others will follow in the interests of improved relationships between teachers and their employing school boards.

Ground rules for orderly bargaining

Mr. Speaker, the over-riding objectives of this Bill are to lay down fair and workable ground rules for orderly collective bargaining between teachers and school boards, and to lay the foundation for successful negotiations by reasonable people bargaining in good faith.

I believe that this Bill achieves these objectives. In a clear step-by-step manner, it outlines procedures to regulate the bargaining process. It provides innovative measures to avoid bargaining impasses, it offers practical alternatives to confrontation at every step, and it recognizes clearly the realities of collective bargaining in the field of education.

I believe that, once this legislation takes effect and its provisions become operative in the bargaining process, we in Ontario will see more order in a situation that has been somewhat chaotic and unsettled in the last two or three years.

New Education Relations Commission

Certainly one of the most innovative and far-reaching provisions of the Bill is the establishment of a new non-partisan independent body, to be called the Education Relations Commission, to monitor and assist all local negotiations between teachers and school boards.

Mainly this will be an advisory body, consisting of five impartial persons backed up by a small staff of experts in areas like negotiations, finance and education policy. It will have an expert overview of the progress of negotiations across the Province, with a responsibility to ensure that bargaining is being carried out in good faith and to provide assistance when asked or when it deems necessary.

The Commission will compile statistical information on subjects normally discussed in negotiations, such as professional activities and salaries of teachers. It will also select and train persons who may act as mediators, fact-finders and arbitrators.

The Education Relations Commission will play a vital role in ensuring knowledgeable, responsible and harmonious negotiations in Ontario education. It will act on behalf of not only teachers and school trustees, but even more importantly on behalf of students and parents who are not directly represented in bargaining.

In other words, the Commission is very much a body that will serve the public interest in tangible and effective ways.

Clear guidelines and procedures

Mr. Speaker, this Bill lays down clear guidelines and procedures that should ensure the orderly conduct of negotiations. The following points deserve particular mention at this time:

(1) Negotiations will continue to be at the local level between teachers and trustees. Either party can obtain bargaining advice or assistance from outside sources.

(2) In January, either party can serve notice that it wishes to begin negotiations, leaving seven months to negotiate a new agreement.

(3) All agreements must take effect on September 1 and expire on August 31, and may be for one or more years.

(4) The scope of negotiations will cover any term or condition of employment put forward by either party, except for a certain limited number of items such as pensions.

(5) Every agreement must include a grievance procedure to resolve disputes that may arise during the life of an agreement.

(6) At any time during negotiations, teachers and trustees may ask the Education Relations Commission to send in a mediator or a fact-finder, or to refer the outstanding issues to voluntary binding arbitration or to Final Offer Selection.

Final Offer Selection

The creation of the option of Final Offer Selection is one of the innovative highlights of the Bill. It is a form of voluntary binding arbitration which has recently been used successfully in Ontario and elsewhere, and to our knowledge this is the first time that it has been specifically provided for in legislation anywhere in Canada.

Fact-finding process

Equally innovative and important is the creation of the fact-finding process. A fact-finder is an impartial person assigned by the Education Relations Commission when negotiations between a board and its teachers are at or near an impasse. His job is to investigate both sides of the dispute, and to write a report that will expose any extreme or unrealistic positions on the part of trustees or teachers. The report is made public if no agreement has been reached within 15 days after it has been submitted.

Mr. Speaker, of all the difficult philosophical and practical decisions that had to be made in connection with this Bill, the *most* difficult was the question of what ought to be done if a stalemate continued to exist between a school board and its teachers, even after all of the detailed procedures governing negotiations contained in the Bill had been exhausted.

Difficult question of teacher strikes

In recent years, legislators almost everywhere have been attempting to face the question of strikes by teachers. While we found it interesting to compare notes with others pondering the same questions, in the final analysis we came to our own conclusions on what is in the best interests of all of the people in our Province and, in particular, our own education system.

The whole question of teacher strikes is a many-sided and complex issue, not given to easy answers and glib solutions.

On the one hand, it is obvious that strikes in many segments of society, and particularly in the public sector, are unpalatable to many people, and perhaps are becoming more so. They are no more popular with those who participate in them than they are with those who are inconvenienced by them.

More than the disruption, inconvenience and uncertainty caused by teacher strikes, we as a Government have had to face the reality of a growing public mood that appears, at least in a general way, to be anti-strike.

In a day when inflation and unsettled economic conditions are straining traditional labour-management relationships in many fields, including education, we are all too aware of the deepening concern over what appears to be a pattern of more and more strikes causing public and economic disruption.

Agreement on strike issue

On the other hand, we have at the same time had to consider a remarkable unanimity on the part of employer and employee groups—in this case, school trustee and teacher organizations—over the strike issue.

Recent events have shown that the question of whether strike rights for teachers exist in Ontario is, to say the least, obscure. Official Provincial organizations of school trustees and teachers in Ontario have been of common accord, however, that such a right should exist.

Both the Ontario School Trustees' Council and the Ontario Teachers' Federation have endorsed this position in official briefs presented to the Government.

We have faced the teacher-strike question, and have considered all of the alternatives. In particular, we have given serious consideration to the concept of defining teaching as an essential public service, and denying the right of teachers to strike on this basis.

We came to the conclusion that, while this clearly would have been the politically-expedient course of action, in the short run, it would not have been the responsible route.

Over the past year, we have looked extensively at jurisdictions elsewhere in North America where Governments have attempted to control collective bargaining in education to the extent of banning strikes. We have found that it is not realistic to believe that strike-prohibiting legislation solves most of the problems, or leads to acceptable wage settlements and harmony—or even to believe that it eliminates strikes altogether.

We found much evidence that restrictive legislation of this sort often leads to more disruption and continuing problems than it prevents. Rather than eliminating confrontation, it magnifies and expands it.

We in Ontario have worked long and hard, and invested a great deal of money and human effort, to develop a high-quality school system that is considered by most knowledgeable people to be one of the finest anywhere. We do not believe that quality in education can be maintained and improved in an atmosphere of confrontation.

Strikes not illegal

Thus, the Bill which we will be introducing does not make it illegal for teachers to strike.

It does, however, make the route to strike action considerably more difficult than at present. At every step in the bargaining process, it provides realistic alternatives to a strike. Diversions and deterrents stand in the way of hasty or irresponsible strike action. While lock-out provisions for school boards are also included, the same deterrents to their use will apply.

We make no claim that teacher strikes will be eliminated by this Bill. But its mandatory and optional provisions will place a greater onus upon individual teachers and school board members to make conscious and responsible personal decisions before deciding to take drastic action leading to a strike.

Procedures prior to strike

The Bill strictly regulates events leading to a strike, with the specific intention of attempting to avert a strike right up until the last minute:

—No strike, lock-out, or other form of sanction, is allowed during the life of an agreement.

—No strike or lock-out is allowed until after a fact-finder has examined both sides of the dispute, and his report has been made public so that everyone can be informed about the issues. Even after the fact-finder's report has been submitted, there is a further cooling-out period of 30 days.

—No strike is allowed until after teachers have specifically voted on this action by secret ballot supervised by the Education Relations Commission.

It should be noted, Mr. Speaker, that in the light of these reasonable procedures, we will not condone illegal strikes. In fact, the bill will contain provisions for stiff fines for those who take illegal action.

Furthermore, if a strike does occur, it will be the clear responsibility of the Education Relations Commission to advise the Government if it believes that a continuation of the strike will jeopardize the successful completion of the school year by the students affected by the strike.

The Government has no intention of allowing this legislation to be used to cause a major disruption in the education of pupils. It is our public responsibility to retain the right to take specific action, including legislative action if necessary, should serious disruptions of educational service occur. We have that responsibility and we will not shirk it.

Management rights

Mr. Speaker, I would like to say a final word about how this Bill specificially affects school boards in the bargaining process. There has been a great deal of discussion about the "management rights" of school boards, and what is often called autonomy in education. We have considered these matters very carefully.

It is very obvious that the legislated responsibilities and authority of locally-elected trustees to manage the schools are clearly spelled-out in the Education Act. Trustees are given the clear mandate to make many decisions regarding their local schools, and the right of final decision is theirs and theirs alone.

But this does not mean that many such matters cannot be discussed with teachers, even at the bargaining table.

With the Education Act giving trustees the authority to effectively manage the schools, a management rights clause in the Bill which we will be introducing would be redundant and quite possibly confusing. However, if trustees wish to clarify or further confirm their rights on specific matters, nothing prevents them from attempting to negotiate such a clause in an agreement with their teachers.

Reasonable people bargaining in good faith

Mr. Speaker, I am sincerely convinced that this Bill lays out procedures for successful negotiations by reasonable people bargaining in good faith, with a minimum of confrontation and disruption. It will be put forward not in anticipation of serious future problems, but rather on the premise that teachers and school board members will act in a reasoned and responsible manner.

Indeed, it may be said that this legislation is based on a second set of 3 R's for the 1970's—rights, reason and responsibility.

In assuring certain rights to teachers and to school boards, we expect that the bargaining process will be carried out in a reasoned and responsible fashion by persons of good will and with constant reference to the heavy responsibilities each bears for the education of our young people.

If this is indeed the case, as I hope and expect that it will be, then this legislation will work as a significant and necessary forward step in a return to more harmonious relationships between teachers and school boards in this Province.

Ministry
of
Education
Ontario

Thomas L. Wells
Minister

IF YOU WOULD LIKE MORE COPIES OF THIS PAMPHLET, WRITE OR TELEPHONE:

COMMUNICATION SERVICES,
MINISTRY OF EDUCATION
QUEEN'S PARK,
TORONTO, ONTARIO
M7A 1L2

TEL: (416) 965-6407

tario
Ministry
of
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Mowat Block, Queen's Park
Toronto, Ontario
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JUN 24 1975
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1974-75: M

MEMORANDUM TO: DIRECTORS OF EDUCATION

RE: NEW COMMUNICATIONS PROJECT

The four fact sheets enclosed with this memorandum mark the beginning of a new communications project being undertaken by the Ministry of Education. Since the Ministry will be issuing a series of 20 such fact sheets during 1975-76, I would like to give you a brief summary of the background leading to the introduction of this project. A list of the 20 titles is attached.

During the past year, the Communication Services Branch of this Ministry has received some 15,000 requests for information. Most of these requests dealt with services and programs provided by schools and school boards. In the majority of cases, the enquirer needed to discuss the problem further with an official in a school or school board and was re-directed to that source. An analysis of these enquiries revealed that the most frequently asked questions could be categorized into 20 topics. It was decided, therefore, that we would address ourselves to these subjects through a series of fact sheets. These would provide basic facts on each topic and direct the reader to the appropriate source for further information.

A number of groups in frequent direct contact with the public were asked to participate in the project by making space available for a dispenser which would hold a number of these fact sheets. We were very fortunate in that all agreed to participate.

Beginning in mid-June, therefore, Ministry of Education fact sheet dispensers will be installed in designated outlets of Dominion Stores, Loblaws, Miracle Food Marts, L.C.B.O. Stores, public libraries, area offices of the Ontario Ministry of Natural Resources, and the Regional Offices of the Ministry of Education.

By the end of the summer, the 14 students hired for this purpose, through the Ontario Government's Experience 75 program, will have installed the dispensers in over 900 locations.

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The project will undoubtedly draw attention to the many excellent services and programs carried out by the schools and school boards in this province; and I am confident that, with your support and the support of your staff, many members of the public will have easier access to information on these services and programs.

May I request that the project be brought to the attention of school board staff and if any questions arise regarding it, that they should be directed to the Director of Communication Services, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2.

G. H. Waldrum

G. H. Waldrum
Deputy Minister of Education

June 3, 1975

cc: Regional Directors of Education

Ontario

Minister of
Education

416/965-5277

Mowat Block
Queen's Park
Toronto Ontario
M7A 1L2

MEMORANDUM TO: CHAIRMEN OF SCHOOL BOARDS

RE: 1975 WEIGHTING FACTORS AND OTHER SIGNIFICANT CHANGES FOR 1975 GENERAL LEGISLATIVE GRANTS

I am pleased to enclose a statement setting out the 1975 Grant and Expenditure Weighting Factors for the Board. A detailed explanation of the manner in which each of the factors has been calculated is also attached.

1. The major changes in the method by which the 1975 factors have been determined are as follows:

(1) Special Education

(a) The maximum on the elementary school special education weighting factor has been removed.

(b) The removal of the maximum means that, in 1975, the total cost of special education services will be recognized for grant purposes. The median concept has been replaced by the identification of a basic level of special education service provided for within the stated ceilings, with the dollar amount of this basic level being the same in 1975 as in 1974 ($23.25 for each pupil in the system). Additional special education costs beyond the basic level are recognized fully through the special education grant weighting factor.

Cont'd...

(c) A weighting factor at the secondary school level has been introduced to recognize all additional expenditure resulting from higher instruction and education services costs involved in providing programs in the specific areas of behavioural, communication and physical exceptionality.

(d) An adjustment will be made in the elementary and secondary special education weighting factors for 1975 to reflect current programs and services (extension of policy established at the elementary school level for 1974).

(2) Technical and Occupational

The median concept has been eliminated from this factor also. All technical and occupations-practical education costs are recognized for grant purposes. A fixed basic level of service is provided for in the stated ceilings ($43 per pupil including equipment replacement). The additional expenditure resulting from higher instruction and education services and equipment costs for pupils in technical and occupations programs, beyond the amount within the stated ceilings, is recognized through the weighting factor.

(3) Population Sparsity

The factor previously referred to as "Economies of Scale" has been renamed "Population Sparsity". The elementary school portion has been changed to provide additional assistance to schools with enrolments of less than 200 which are situated in municipalities having a school-age population per square mile of fewer than five.

(4) Instructional Salaries

(a) The maximum on the instructional salaries weighting factor has been removed.

(b) Fifty per cent of the instructional salaries weighting factor, up to a maximum of .015, has been used to determine the grant weighting factor, with the whole factor, to determine the expenditure weighting factor.

Cont'd...

(5) Total Expenditure

The removal of the limitations on the special education factor and the instructional salaries factor, and a minor extension in the compensatory education factor have made it possible to remove the population density factor. Each board has been guaranteed that its 1975 expenditure weighting factor will be at least equal to its 1974 expenditure weighting factor.

2. Other significant changes to be incorporated into the 1975 General Legislative Grant Regulation are given below:

(1) A trainable retarded child will be counted as 1.6 secondary pupils for 1975 for both ceiling and grant purposes. The corresponding figure for 1974 was 1.5.

(2) Increased Assistance for French-Language Instruction

(a) Where French is not the language of instruction in an elementary school or class, and a program of French is provided for

(i) twenty minutes or more per day for pupils up to and including grade 8

(ii) pupils in grade 9 or 10

the eligible sum has been increased to $50 per pupil.

(b) Where French is the language of instruction in an elementary school or class for pupils who are enrolled for

(i) more than half-day or alternate-day attendance, the eligible sum has been increased to $50 per pupil

(ii) half-day or alternate-day attendance, the eligible sum has been increased to $25 per pupil.

(c) In a secondary school where English is the language of instruction, and a pupil takes a program of French, the eligible sum has been increased from $16 to $18.

Cont'd...

(d) In a secondary school where French is the language of instruction, the eligible sum for each subject up to five per pupil has been increased from $32 to $36 per subject.

(3) Establishment Grants for Additional French-Language Schools or Classes

In an elementary school where a program of instruction in French for French-speaking students is established on or after September 2, 1974, the board will be paid its ordinary expenditure grant on $5,000 for the first classroom for the French-Language Program established at each school, $3,000 for the second and $2,000 for the third such classroom. The three classrooms need not all be established in one year in order to qualify.

(4) Declining Enrolments

Boards with falling enrolments will receive increased assistance. The additional ceiling and grant will recognize a given decline for two years. The formula may be expressed as follows:

Protection in 1975 = $(.5 \times .6 \times \underline{a}) + (.5 \times \underline{b})$

Protection in 1976 = $(.5 \times .5 \times \underline{b}) + (.5 \times \underline{c})$

where $\underline{a}$ is the decline in enrolment between 1973 and 1974
where $\underline{b}$ is the decline in enrolment between 1974 and 1975
where $\underline{c}$ is the decline in enrolment between 1975 and 1976

Where the enrolment increases between 1974 and 1975, the protection of $.5 \times .6 \times \underline{a}$ will be reduced by the amount of the increase.

(5) Where supplementary taxes exceed taxes written off, the limitation in the reduction in grant provided in 1974 will not apply in 1975.

(6) In addition to the assistance provided for unapproved debt charges on debentures issued prior to 1970, the Province will pay a board the amount by which the 1975 unapproved debt charges on debentures issued in 1970, 1971, 1972 and 1973 exceed the amount raised by one-half an equalized mill.

Cont'd...

(7) For secondary school purposes, the approved capital element in rent payable for a computer and for terminals, if the purchase price of the equipment in one location is in excess of $5,000, will be treated as recognized extraordinary expenditure.

(8) Pupil accommodation charges will be increased to $65 and $120 for elementary and secondary school pupils respectively.

(9) The amount that may be included in recognized extraordinary expenditure for furniture and equipment not acquired in connection with a building project will be increased to $6.50 and $7.50 for elementary and secondary school pupils respectively.

(10) For each board, the 1975 expenditure ceiling for an elementary school pupil cannot be less than 124.43 per cent of the 1974 ceiling and for a secondary school pupil cannot be less than 113 per cent of the 1974 ceiling.

Thomas L. Wells

Thomas L. Wells
Minister

December 20, 1974.

Ministry
of
Education
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Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

MEMORANDUM TO: PRINCIPALS OF SCHOOLS

As one response of the Ministry of Education to the Report of the Royal Commission on Book Publishing it has been decided to study a plan whereby a copy of each new title appearing on Circular 14 will be supplied free to any school requesting such. The purpose of the plan is to enable each school to have available a resource file of books on Circular 14 so that by first-hand examination of the textbooks the most suitable choice for purchase may be made by each school in light of its own program. It will also be of benefit to publishers in that they will not be asked for complimentary copies.

The plan is being instituted with a pilot project involving the new books on Circular 14B which was issued last month (September, 1974). If this project is successful it is expected that the plan will continue with the new titles appearing in Circular 14, 1975 and the succeeding supplements. By new titles are meant those titles which are appearing for the first time in any issue of Circular 14 or its supplements.

To facilitate your request for books, an order form is enclosed listing the titles which are applicable to the divisions in your school. It would be appreciated if you would check off the titles you wish to receive and sign the form. A return envelope (post paid) is enclosed and you are asked to return your order to the Ministry of Education at the address indicated as quickly as possible. The books will be mailed to you by the Ministry as soon as the orders are filled by the publishers.

J F Kinlin

J. F. Kinlin
Assistant Deputy Minister

October 9, 1974

Ontario

Ministère de
l'Éducation

Téléphone
416/965

Étage
Édifice Mowat
Queen's Park
Toronto, Ontario
M7A 1L2

Prière de toujours
rappeler notre
référence

Aux Directeurs d'écoles:

Suivant les recommandations de la Commission royale d'enquête sur l'édition du livre, le Ministère de l'Education a étudié un projet permettant de fournir gratuitement, aux écoles qui en feront la demande, une copie de tous les manuels inscrits dans la Circulaire 14. Cette initiative permettra aux enseignants d'examiner ces manuels en vue de choisir ceux qui conviennent le mieux aux différents programmes. De plus, les maisons d'éditions n'auront plus à distribuer aux écoles, des exemplaires en hommage.

L'entreprise débute par un projet pilote relatif aux nouveaux manuels de la Circulaire 14B parue en septembre 1974. Si l'entreprise réussit, elle se poursuivra avec les manuels qui figureront dans la Circulaire 14, édition 1975, et les suppléments subséquents. On entend par nouveaux manuels, les livres qui paraissent pour la première fois dans la Circulaire.

Pour faciliter la demande de livres, la formule ci-jointe énumère les titres de volumes appropriés à chaque école. Vous êtes priés de cocher les titres de volumes désirés et de signer cette formule. Utilisant l'enveloppe affranchie ci-jointe, veuillez retourner votre commande le plus tôt possible au Ministère de l'Education, à l'adresse indiquée. Le Ministère vous expédiera les manuels dès que les commandes seront exécutées par les maisons d'éditions.

Le 9 octobre 1974.

J F Kinlin

J. F. Kinlin
Sous-ministre adjoint

REMARKS BY: HONOURABLE THOMAS L. WELLS
MINISTER OF EDUCATION, ONTARIO

TO: ONTARIO COMMUNITIES AND SCHOOLS
CONFERENCE
LONDON, ONTARIO

OCTOBER 30, 1974

Ladies and gentlemen, I am not here tonight to speak to you in theoretical or idealistic terms. I do not believe that the interaction of school and community is a complicated thing -- or need be a complicated thing -- and I truly believe that all of us should be on guard to prevent such terms as "community school" or "community education" from taking on the trappings of a new cult.

The school should be in the community -- and the community should be in the school. To me, that is what we are talking about.

A while ago, an acquaintance of mine spent some time looking into the community school idea on his own. He told me later that it would probably be very difficult to implement a community school concept, for a variety of reasons.

But the big reason, according to him, was that everybody has a different definition of community school -- and that there were obvious differences in approach to the community school idea depending on whether you are a member of a community group, a teacher, a school administrator, a recreation official or a government person.

But he found that ordinary citizens find the need simple to express. They want to feel free to go into the local school without too much fuss, and to gain a better understanding of the school's education program. They want to engage in various activities with their neighbours, or maybe share an hour with their son or daughter in the library resource centre, perhaps during the daytime or maybe in the evening.

No, let us not fall into the trap of talking about abstract concepts when reality is very much closer to the ground.

This is neither a new cult nor a new concept. This is a realism that has always existed in Ontario, to varying degrees, though obviously it can stand some bolstering and strengthening in today's society.

Just as an example, I recently saw "community education" described as

> "A developmental process by which members of a community learn to act together to identify specific community needs or problems, and seek out resources or solutions related to them".

To quote further:

> "A major objective of a community education program is to provide for maximum participation in the planning, organization and development of total community resources.
>
> Community education concerns itself with the sum total of human and physical resources in any community, and the use of these resources to satisfy the needs perceived by the community".

There is no argument to these statements. They are very perceptive, in fact. What worries me as a parent, and as Minister of Education, is that the people we wish to serve will not know what we are talking about. And it is important that they do know.

My own view is that we should stop talking philosophy -- surely we can take that for granted -- and get down to basics on talking about how we can get men and women and boys and girls -- complete families -- in a given neighbourhood involved with themselves and involved with their neighbourhood school -- and PERHAPS the two shall meet.

Above all, let us not fall into the trap of thinking that we can look at a neighbourhood and decree that the people there have needs -- and that we can help satisfy those needs, regardless of whether the people involved even know that they have needs.

That kind of approach to the community-school idea is as ill-fated as it is presumptuous in the extreme.

No. I prefer to stick to the simple idea of a school as a community centre of sorts -- relative to the interest and enthusiasm and wishes and aspirations that exist or can be engendered among people living in the neighbourhood served by the school.

For certain, much can be done to inform the citizens of any given neighbourhood of services provided at their local school -- whether such services are educational, recreational, social or otherwise. And much more can be done to rally community interest and support for new programs in the school neighbourhood.

Whether or not the local neighbourhood school is necessarily the ideal location for such activities depends on the local individual circumstance. But let us assume so, for the purposes of this conference at least.

For a few moments, I would like to revert to some generalizations -- some broad statements of objectives which I believe exemplify our concept of community school programs and the extended use of school facilities.

Specifically, the Ministry of Education supports

-- One, - programs and projects that encourage individuals or groups to use their schools.

-- Two, - programs and projects that encourage schools to use their communities as a rich learning experience.

-- Three, - activities that extend the school as a cultural, social and learning centre in the neighbourhood for people of all ages.

-- Four, - we support and encourage the involvement and co-operation of other people - oriented agencies in the local neighbourhood, such as the municipal recreation department, social services department, the local Board of Health, the Children's Aid Society, and so on.

Above all, we strongly support the idea of the local neighbourhood school serving as the catalyst towards developing a community identity, a community sense of involvement and spirit -- and a place where men and women can go freely, for whatever purpose, without feeling threatened or out of place.

At the risk of being accused of being overly simplistic, I would like to state the obvious -- that the starting point in developing this kind -- or any kind -- of neighbourhood or community school is the school principal and his staff. No community school policy is worth the paper it is written on if the principal doesn't believe in and reflect a relaxed open-door approach to parents and the public in general.

There are plenty of examples of this in Ontario. But I also must tell you that as I travel around the Province, there is one concern that parents express to me time and time again. It is that they seldom feel completely at home in their children's school.

In some schools, even when they visit on Parents' Night, they have the feeling that the gates have been opened for that evening only -- and "we may see you again in the Spring".

Parents ask why they can't find out more about what and how their children are being taught. They are disappointed if they cannot get anything more than abstract generalizations about the school's educational program.

Now obviously this kind of thing isn't universal, but I believe it is sufficiently widespread to make it a matter of great concern to anyone interested in stimulating community school development -- because to me this is where it all begins.

The principal - teacher - parent relationship, insofar as the educational program is concerned, is all-importa In my opinion, any group or individual interested in community schools should start right there.

Certainly there are many ways to develop the open door policy and take that first giant step towards a community school. One widely-used approach is to develop a volunteer program; in the past year, over 13,000 volunteers have been serving in Ontario elementary schools.

As a means of involving parents in a school's activities, a sincere and flexible volunteer program can work wonders, and lead to much better community rapport and understanding.

Another good idea -- if it is property organized and carefully nurtured -- is to establish a school-community committee or some such school-based group composed of interested and sincere citizens and teachers, and perhaps representatives of various municipal or public service organizations which serve the neighbourhood.

And, as always, the school principal must be committed, involved and, in many respects, leading the way with enthusiasm and imagination.

This kind of group can get into such things as conducting community surveys to determine interests and needs, identifying community resources (human and otherwise) that might benefit the school's program, or helping to organize a volunteer program.

It could also be involved in discussing adult education opportunities in the area, or particular social, recreational or cultural interests or needs in the neighbourhood.

In any event, one important thing to remember about any school-community committee is that it must be aware of its responsibilities and parameters. There must be a clear understanding that it is advisory only.

The expectations of a group that does not understand this can easily result in resentment, hostilities, or eventual apathy on the part of its members.

I would like to point out that I see no conflict between the role of a school-community committee, attached to a neighbour school, and the role of the elected school board. In no way do the two overlap, nor should they be allowed to. In Ontario today, school boards are doing an excellent job of carrying out their educational responsibilities at the local level.

As I envision a school-community committee, it would complement the school board, not compete with it nor interfere with it.

While I place the open-door policy at the top of my list of essentials for the foundation of a community school, right behind is that well-worn term, community use of school facilities.

Today, most Ontario school boards have policies for community use of schools. In general, schools are used as needed, and there is an increased understanding on the part of educators and citizens that schools should and can be made available to community groups for a wide variety of purposes.

But still, there is a way to go yet, and I trust that community use of schools will continue to grow in Ontario.

To help encourage this, the Ministry of Education has for the past three years made it possible for school boards to isolate their costs related to community use of schools, and class them as supplementary expenditure -- meaning that they need not be subject to the Provincial education spending ceilings.

In 1972, amendment to the Schools Administration Act contained new provisions designed to provide a further major stimulus to the total community use of schools and other public facilities. The amendment made it possible for school boards and municipal authorities to work out agreements to share costs through jointly planning, building and operating facilities for recreational, cultural, educational, administrative or other community purposes.

We believe that this will continue to result in a better use of school and community facilities, and help bring the concept of the school as a focus for varied community acitivity close to being a province-wide reality.

Prior to 1972, numerous school boards and local agencies had developed policies and procedures to ensure the avilability of their facilities to each other and to community groups. These arrangements show the spirit of co-operation and service which can exist when it comes to providing and sharing resources.

The kinds of agreements which have been developed vary according to local understanding, situation and need. This variety is reflected in the form and content of many agreements and statements.

The Hastings County Board of Education policy, for example, reflects the direction of many boards in its straightforward statements about the actual use of faciliites and the terms and conditions under which specifically categorized agencies and groups may obtain such use.

Here in London, of course, we still see the benefits of one of Ontario's early agreements for reciprocal use of facilities and provision of service. I refer to the agreement between the London Board and the City of London Public Utilities Commission, of which the local parks and recreation authority is a component.

Another such agreement which illustrates the partnership aspects of facility and human resource use is the agreement between the school board and the municipal council in Etobicoke.

And there are many other examples.

All of these developments have had a positive influence on the increasing use of the school plant as a total community facility all across Ontario.

Today, there is another trend under way that will have an additional influence on this matter. It is the declining school enrolment trend which has developed as a result of a greatly-reduced birth rate.

The decline at the elementary school level is already quite marked, and will likely continue for at least another 10 years. In the 1970s, we will also see this trend hit the secondary schools.

One of the effects of this will be -- in fact, is -- that in a great many schools, some classrooms and other facilities will not be needed for regular daytime educational purposes. In other words, opportunities for daytime use of even regular classrooms for other purposes will in many cases be greatly increased.

Here let me say that it is the clearly-stated policy of the Ontario Government that first claim on unused school facilities must lie with other school boards serving the same or adjacent jurisdiction. For example, if a significant portion of a particular public school became vacant, and if the Roman Catholic separate school board serving the same area needed additional classroom space, then arrangements should be worked out between the two boards to share, lease or sell the facilities.

The converse is also true, of course -- and also with boards serving adjacent jurisdictions.

Difficult as it seems to be to work out these arrangements, it is only common sense. After all, we are talking about how to make the most efficient use of the public's money.

However, after this priority has been met, there will still be many schools that will have vacant classrooms through the 1970s and beyond. A number of boards are today considering the possibility of renting such space to community organizations.

This idea may well provide excellent insurance to school boards -- in that as one generation replaces another within a neighbourhood, the school will still be there if enrolment rises again.

In many, if not most cases, an integral part of the community school idea is the fact that there should be much more cooperation between schools and other service agencies which serve a community. These can range from recreation people to social and health workers, and can involve levels of cooperation ranging from sharing facilities in a school to just plain increased dialogue and coordination. Through this, everyone in the community can benefit and life can be enriched.

Any way you look at it, more integration of people-oriented -- perhaps child-oriented -- services makes eminent good sense. For one thing, a school and another service agency may be trying to help the same people, often in total isolation from each other. Both may be trying to assist with identical citizen requests and answer similar needs.

If we can get around the bureaucratic red tape problems -- and we should be able to do that -- we should certainly be able to increase the cooperation and rapport between schools and other social agencies.

In places where this has not been developed, it is not the simplest of challenges to try to nurture it. Impossible as it is to legislate this kind of interaction between people -- even though interests are similar -- we are going to try to help it along ... and I will mention this further in a few moments.

This kind of dialogue has been greatly improved at Queen's Park through the establishment of the Social Development Policy Committee of Cabinet. In the past few years, there has been a significant increase in cooperation and communication among the personnel of four people-oriented Ministries -- Community and Social Services, Colleges and Universities, Health and Education, as well as the Youth Secretariat and the Manpower Secretariat. The new structure has provided a very effective vehicle for coordination and integration at the Provincial level.

Before concluding, let me make the point that attitudes are becoming more and more favourable towards increasing the kinds of school-community interaction that I have been talking about. There are numerous examples throughout this Province.

You can think of schools like Holy Rosary in Windsor, Chartland in Scarborough, Flemington Road in North York, Maple Grove in Lincoln County, Kensington in downtown Toronto, Sister Mary Clare and Grandview Gardens in Sault Ste. Marie, or Lord Elgin Secondary in Burlington.

...The list goes on, and I'm sure that some of you have been making a mental list of your own as I have mentioned these few examples. The interesting thing to note is the diversity and scope of activities which these and other schools reflect in the efforts to increase school-community interaction.

Tonight I want to indicate to you a six-point policy regarding community schools. It may surprise you, but this is a statement that I believe is clear-cut, simple and uncomplicated.

It is people-oriented, not adminstration-oriented. It is geared to school principals, to school boards and to citizens primarily. It is designed, quite simple, to stimulate the kind of community school idea that I have been talking about in general terms.

Let me again state the obvious. We can't legislate the kind of cooperation and neighbourhood involvement I have been talking about. Participants make a program. A governmental wave of the hand -- or an administrative sturcutre -- does not. Money can help, but it's not the major factor that makes the difference.

Community involvement and the benefits that can be derived from it cannot be bought or legislated.

If we can start from that premise, let me outline a six-point program which the Ministry of Education will implement beginning immediately.

Number One, we will create a Community Schools Unit within the Ministry of Education. There will be a small staff at the central office at Queen's Park. In addition, a Community Education Officer will be designated within all nine of our regional offices throughout the Province.

These people will not be administrators so much as resource persons -- they will be idea people who will be out in the schools, working at the grassroots level where the action should be.

The Community Schools Unit will be backed up by an Advisory Committee which will include representatives of provincial organizations concerned with education, recreation and community affairs. The Committee's main purpose will be to ensure that we have first-hand knowledge and expertise at our disposal, and that cooperation, co-ordination and advice are at a maximum.

Number Two, the Ministry of Education will provide backing to school boards who really want to get serious about community schools, or try the idea on for size. Boards of education and Roman Catholic Separate School Boards will be able to submit specific proposals for new or expanded programs, including staff needs that might be involved.

For the remainder of the present school year, 1974-75, we will support boards to a maximum of $10,000 per approved project. We will be mailing details of this plan immediately to school boards, so that proposals can be submitted by the end of December.

The same program will be continued throughout the 1975-76 school year. Proposals should be submitted by the end of May 1975 for programs intended for the 1975-76 year.

Number Three, we will soon initiate a project to produce a practical handbook of facts, ideas and examples related to community schools. This handbook will serve a dual function, hopefully, in serving to inform and stimulate both school principals and their staffs and interested citizens.

It will be given very widespread distribution, because I think it can go a long way to increase understanding of the exciting possibilities of community school programs.

Number Four, we will continue to allow school boards to classify their expenditures related to community use of school facilities as being outside the education spending ceilings.

Number Five, we will officially and strongly support the idea of full community use of school facilities after regular school hours. As well, we support the community use of vacant school facilities during the school hours where appropriate, provided that other school boards do not require the space.

Number Six, we will officially and strongly urge school boards to examine their procedures and policies related to their liaison and cooperation with other agencies serving the community -- with a view to improving the lines of communication.

These are the six essential ingredients in this first phase of an active plan to encourage the development of the community school idea all across Ontario. I believe that they will work, although the human element, as always, will be the deciding factor.

I cannot stress too strongly that there will be no one pattern for community schools that will emerge. There will be different rates of development, different ways of operating, and different directions taken.

People may have to reassess objectives and priorities. Some new relationships may have to be developed. In many instances, new services need not be developed -- but rather existing ones integrated and used more effectively.

And we are not talking about building new schools and new facilities to accommodate community school programs. New buildings need not be built, but rather existing ones used for some new purposes in some new ways.

I would like to close tonight with two very brief quotations -- both of which are about seven years old.

The first is from a 1968 magazine article written by Marshall McLuhan. He said:

> "The walls between school and world will continue to blur. Already it is becoming

> clear that the main work of the future will be in education -- and that people will not so much earn a living as learn a living. The school experience can well become so rich and compelling that there will be no drop-outs, only determined drop-ins".

The second quotation is from a speech in 1968 by Thomas Wells, a Minister Without Portfolio in the Ontario Cabinet. He said:

> "If the individual in today's society is to experience the satisfaction of personal growth and development, all available community resources must be channelled to this end. This is one of our major needs, especially in our urban areas where the community school concept can help lick the problems of life in a large city".

Thank you very much.

DEC 19 1974

REMARKS BY: HON. THOMAS L. WELLS,
MINISTER OF EDUCATION, ONTARIO.

PRESENTATION OF THE ESTIMATES
OF THE MINISTRY OF EDUCATION

NOVEMBER 7, 1974

Mr. Chairman, in presenting the estimates of the Ministry of Education for the fiscal year 1974-75, I am pleased to be able to report continued improvement in many aspects of our public and separate school systems. I would like to briefly comment upon some of the tangible achievements of the past year -- and in a sense present a progress report on Ontario education, however necessarily superficial it may be because of its brevity.

Education continues to be a principal priority of this Government. Including post-secondary, it is the largest single component of the 1974-75 Ontario budget, accounting for 29 percent of total Provincial spending.

The Estimates which I am presenting today for the Ministry of Education are for $1,496,896,000. The major portion of this, 89 percent, is turned over directly to local school boards in grants, to assist them in operating their schools.

This represents 60 percent of the total cost of elementary and secondary education in Ontario; the remaining amount is raised by school boards through property taxes in individual municipalities.

Of the remaining 11 percent of these Estimates, 7.3 percent is for transfer and statutory payments made directly to other educational agencies and programs, such as:

-- the Teachers' Superannuation Fund

-- the Ontario Institute for Studies in Education

-- the Ontario Educational Communications Authority, and

-- research and other educational grants

The final 3.7 percent of these Estimates is for the direct operating expenditures of the Ministry of Education -- which not only includes administration and support services, but also the schools operated directly by us, such as those for the blind and the deaf, the Ontario Teacher Education College, and our extensive Correspondence Course program.

These Estimates for 1974-75 represent an increase of 8.73 percent over those of a year ago.

During the past year, one area that has been given top priority in the Ministry of Education is Special Education. This includes all programs and services for exceptional children -- that is, children who have learning difficulties and disabilities, as well as children who are gifted and talented.

To ensure that this highly specialized field of education receives renewed attention, we established a new Special Education Branch, effective July 1, 1974. The overall goal of the Branch is to develop policies and programs designed to assist local school boards in providing appropriate educational opportunities of recognized quality to all exceptional children in Ontario.

The new Branch is providing a very clear and identifiable point of focus within the Ministry -- so that our professionals in this field are easily accessible to all those who have problems or concerns related to special education. In addition to their other responsibilities, the staff is performing an ombudsman-type role on behalf of children with learning disabilities of all types.

The new Branch has already strengthened a close liaison with other Ministries -- such as Health, and Community and Social Services -- in order to provide effective coordination among those Ministries providing services for exceptional children.

Each of our nine Regional Offices will have one or more persons clearly identified as Special Education Officers. Their responsibilities will include getting out into the community to assist local school officials in assessing special education needs and policies in their area, and to get involved with parents' groups, providing information and assistance at all levels.

About a year ago, I appointed a Minister's Advisory Council on Special Education -- and already the Council has had a considerable impact on our activities. The Council represents parents, teachers, and trustees, and there is no doubt at all that it is providing a continuing and a strengthening of the liaison between the Ministry and those we serve in helping to provide educational programs and services for exceptional children.

We now have Advisory Councils for each of the Provincial schools for the blind and the deaf, made up of parents, teachers, blind and deaf adults, representatives of organizations of and for the blind and the deaf, labour and industry. These Councils meet regularly to discuss and advise the Ministry on those matters relating to the education, growth and development of blind and deaf children.

By any objective and honest comparison, progress in the past year has reconfirmed that today Ontario is second to few, if any, jurisdictions anywhere, in terms of the services provided to exceptional children.

Of course, we also believe there is much still to be done. As we continue to move ahead, we shall try to strengthen the partnership among parents, teachers, school administrators, trustees, representatives of interested associations and officials of the Ministry of Education.

Mr. Chairman, throughout 1974 there has been a great deal of forward movement related to the adoption of the metric system in Ontario education, and all across Canada in fact. The Ministers of Education for all Provinces are working towards the implementation of the metric system in all schools by 1978 -- on the premise that the federal government will follow through on the metrication time line that has been announced.

Of course this has major implications everywhere, and especially for our schools. The changeover to metric is more fundamental than it may appear on the surface. It involves looking at the processes of quantification and measurement in ways that are quite different from those we have been accustomed to.

It means changing textbooks and learning materials of all kinds. Many items of equipment will become obsolete, and will have to be modified or replaced.

The phasing-in process in Ontario will require careful planning, and we are sparing no effort in this regard. It will also involve extra expenditure by school boards. In order to ease the financial burden, we anticipate providing special metrication grants over and above the regular legislative grants in 1975.

And I might point out that many boards of education have already established their priorities in this area, and have begun the necessary planning and in-service teacher preparation.

Another area that has received top priority during 1974 is the teaching of French, both in English and French-language schools.

Last year we commissioned a Ministerial Committee on the Teaching of French -- and its report, known as the Gillin Report after its Chairman, is being seriously studied right now. New approaches will emerge in due course, and all of those who have a particular feel for the importance of the French fact in Canadian life should keep their spirits high -- and realistic too.

In this connection, we are also keeping close watch on a number of research studies, particularly in the Ottawa area. From the results of these and other studies, we hope to learn how we can build soundly and achieve our desired objective of strengthening the teaching and learning of French throughout the Province.

The Government's position on this matter is well known. We are in complete accord with the Gillin Report in its statements that study of French brings "a healthy attitude towards French and a sympathetic understanding of the people who speak it . . .

"Learning both the Languages (French and English) encourages the growth of communication and respect, both of which are needed to bind this nation together . . . "

The Report goes on to say (and we support this most strongly):

"There is a growing feeling that Ontario, as Quebec's nearest neighbour, should take the lead in promoting French rights and the French language. This

Province has the educational system, the wealth and the goodwill to ease some of the strains in the fabric of Confederation."

Mr. Chairman, during 1974 we have been pleased to observe the appearance of some local committees to study the question of moral education. In large measure, this has resulted from an appeal I made earlier this year. It is a difficult area, fraught with potential misunderstanding and misinterpretation.

While it is clear that our public schools cannot promote the doctrines of any particular religious group, this does not mean that they should neglect the many ethical issues that confront young people of all religious persuasions. Our students should be prepared to make sound moral choices in dealing with many complex problems as they learn to function in the social, political and economic spheres.

The year 1974 has seen a continued emphasis on elementary education in general. An example is the special committee that studied the differences between elementary and secondary school ceilings. In its report, this committee observed:

> "It is apparent that consideration
> should be given to increasing the

> funding for the early years of a child's education. Children should be given as positive an initial school experience as possible.

> "More emphasis on dealing with students' individual problems, in their early years, could greatly reduce the self-selection process which causes those students with unattended problems to drop out."

The Government fully recognizes the importance of the early years of a child's education. And we recognize that today in Ontario a need is perceived for additional discretion under our ceilings policy to support and strengthen elementary school programs, and to ensure that our schools have the necessary resources to provide the kind of education which young children deserve and parents rightfully expect.

As a result, when the education spending ceilings for 1975 were announced last month, school boards were given the added flexibility of being able to increase their spending by an additional $80 per elementary pupil -- over and above the basic 13 percent increase in ceilings that was announced at that time.

During the past year, major work has been done on the new curriculum guideline for the Primary and Junior Divisions -- a document commonly known as P_1J_1. We have come a long way this year, and we expect to see the fruits of these labours within the next two or three months.

The new document, when it is published, will almost assuredly be a leader in pointing the direction to the future, insofar as the very important early years of a child's formal education is concerned.

Among other things, the new official P_1J_1 document will specify the particular skills and knowledge which children in the early grades should have an opportunity of attaining. And as always, great stress will be placed upon the individual capabilities and differences among children.

While the new P_1J_1 circular will clarify the provincial goals to be pursued and the Ministry's expectations for the program, it will leave to the teacher's discretion the specific methods to be applied and the illustrations to be used. Thus the teacher will continue to have full scope for adapting the program to meet the individual student's needs.

The official P_1J_1 curriculum guideline will be backed up by a lengthier publication titled "Education in the Primary and Junior Divisions." This will explore the objectives of the curriculum in more detail, and explain what is known of the development process at this level. And it will help enlarge teachers' background of understanding, so that they will know why certain approaches are likely to be successful.

The third component of this comprehensive new curriculum package will be a battery of support documents which will give down-to-earth practical examples of how to go about achieving the provincial goals. These documents will be of considerable assistance to many teachers, especially inexperienced ones, in selecting and using suitable content and materials.

The Ministry's regional staff will also be working with local supervisory officials and consultants to ensure that all teachers have a thorough working knowledge of the primary and junior programs, as well as providing direct assistance when appropriate.

The year 1974 has also seen major changes in teacher education in Ontario. There are about 5,600 teachers-in-training in the eleven faculties, schools and colleges of education this year. This is an increase of 800 over last year.

The supply of new teachers for the 1974-75 year was about equal to the demand, with well over 90% of graduates obtaining positions. But, there were shortages in particular fields such as technical, French language, and special education. Steps are being taken to increase the numbers in these particular fields, although the shortage of teachers in the French language schools -- and for teachers of French in English-language schools -- is likely to remain serious for some time.

The preparation of teachers for the school system is one of the basic responsibilities of the Minister of Education, and we have been moving ahead in this area as well, during the past year. In September, Sudbury Teachers' College was integrated into the Faculty of Education of Laurentian University -- and the Ottawa Teachers' College became a part of the Faculty of Education of the University of Ottawa.

This completed the policy of integrating teachers' colleges with faculties of education. However, instead of integrating all of our institutions, the remaining Teachers' Colleges in Hamilton and Toronto were organized into the Ontario Teacher Education College and retained as a part of the Ministry of Education. Already it is very clear that this will ensure a healthy diversity in the ways in which teachers are educated in the province, and will enable the Ministry to respond quickly and directly to emergencies and new needs.

One example of this was evident during this past summer, when the Ministry offered a special program for training native teachers for the province. There were 96 successful candidates in the course, which was held at the Hamilton campus. Most of these people are presently teaching or otherwise assisting in the education of native students. The second phase of the training will be given next summer by the Ministry.

This project has been an excellent example of close cooperation between this Ministry, the federal Department of Indian Affairs and Northern Development, and organizations of native people -- in providing improved programs for our native people.

When the establishment of the Ontario Teacher Education College was announced, we also indicated our intention to appoint a Minister's Advisory Committee for the College. This 12-member group will advise me on program policy at the College and will ensure that the College will be both innovative and sound in its offerings. The members of the Committee will be announced in the near future.

The year 1974 has again been a year of further consolidation and refinement at the secondary school level. The latest edition of Circular H.S.1 is for a two-year rather than the traditional one-year period. Teachers and administrators will thus be able to plan with confidence for a longer period of time. There will be less reason for the criticism we have sometimes heard in the past that changes come in such quick succession that it is difficult to keep up with them.

Our secondary schools are continuing to offer a balanced program. Enrolment in such subjects as mathematics, English and the sciences continues to reflect a very high degree of interest in the traditional academic subjects on the part of our students. For many students, the vocationally-oriented courses in secondary schools are offering new opportunities to enhance their ability to deal with the problems of everyday living.

The credit system has helped to break down the rigid barriers between programs so that students can, for example, include one or more technical courses in a predominantly academic program. Thus they can acquire a basis for the technological literacy that is so useful in our society.

Beginning this year it has become mandatory that students earn four credits in English studies and two credits in Canadian Studies before they can qualify for a Secondary School Graduation Diploma. These new requirements will result in an increased emphasis on communication skills, and a better knowledge and appreciation of our cultural heritage and national identity.

There are also many studies in the general area of the quality and protection of human life that are receiving increasing emphasis. Many of these necessary programs will involve close cooperation with ministries of the Ontario government other than Education -- for example, driver education which is now being studied by a joint task force made up of officials of the Ministries of Education and Transportation and Communications.

Preparation for effective living includes family studies, nutrition and physical activity. The health, growth and development of our children will be aided by enriched programs in nutrition and physical activity that reflects our growing awareness of the physical fitness needs of our children. This national priority will be given particular emphasis by my Ministry in cooperation with related programs in other ministries.

During 1974, we have been looking at ways in which activities carried out partly or entirely outside the schools which have a substantial educational component can be recognized for credit towards a secondary school diploma. The activities being looked at are of three kinds: work experience, community service and the use of community resources for independent study or class purposes.

Part of the same process is the anticipated provision for certain young people to be excused from school attendance at the age of fourteen or fifteen. Such students may find suitable employment or other opportunities for activities of an educational nature. They will be kept on the school roll and under the broad supervision of the school to ensure that they are not being exploited.

In this way, we are recognizing the small but significant number of individuals for whom school attendance is not the most constructive experience available.

In view of the increasing number of alternatives, dropping out does not have the same implication that it used to have. It is much less likely to signify the end of educational opportunity, but may simply mean that education is being continued in another form. It is interesting to note that the "drop-in" rate -- that is, the rate of return to school after an interruption -- has doubled in recent years.

To gain a better insight into the drop-out problem, research has been initiated in two areas. In the French-language schools the retention question has been under study by an OISE team financed by a Ministry grant-in-aid for the past three years. The Ministry has also entered into a contract with OISE researchers to study the problem in the school system as a whole.

Another major area of activity during the past year has been the very important field of evaluation. As we are all aware, there has been considerable public demand for effective evaluation of our educational efforts. The cry is both for evaluation of individual students' progress and for evaluation of educational systems.

To meet concerns related to assessment of individual student progress, we have established a committee which has been at work during the past year studying evaluation of student achievement. We are optimistic that some very tangible and concrete results will emerge from this committee in the near future. We view this as an extremely high priority matter.

Of course, the Ministry has for some time been promoting the idea of evaluation as an integral part of the teaching-learning process. Thus there has been a move away from the long, formal examination at the end of the year in favour of more short tests, class period tests, evaluation of daily performance, and the like.

In order to improve the processes of measurement and evaluation in the classroom, teachers-in-training at colleges and faculties of education are receiving better preparation in this area. Additional help is also being made available in in-service programs as well.

Further on this matter of evaluation in education, 1974 has seen major strides taken by our Educational Resources Allocation System project. This group has been developing a comprehensive and systematic approach to decision-making and the management of school systems. It is currently involved in 16 projects with school boards across the Province.

The ERAS project deserves serious consideration by all those involved with education, particularly in the light of all our concerns about long-term planning for educational development and for effective management of school systems.

Recognizing these principles, we have been encouraging school boards to use a new service initiated by the Ministry which involves the cooperative evaluation of school systems. This service is set up at the request of a local board, and includes both internal and external teams of evaluators.

The internal evaluation team is composed of teachers, parents, students, administrators and any other interested people in the community. They concentrate on examining the effectiveness of working relationships, but steer clear of assessing the performance of individuals. The external teams include educators from other systems, trustees and Ministry officials.

After the internal and external teams have completed their independent assessments, they compare notes and report to the school board. This process focuses attention on the strengths and weaknesses of the system, and provides a sound basis for educational improvements.

To date, four of these co-operative education projects have been completed, with

- -- the West Parry Sound Board of Education
- -- the Dryden Board of Education
- -- the Ottawa Separate School Board, and
- -- the Department of National Defence Schools in Germany

Two more projects are currently underway, with

- -- the Manitoulin Island Board of Education, and
- -- the Kirkland Lake Separate School Board

Five possible additional projects are now at the negotiation stage.

We hope that increasing numbers of school boards will avail themselves of the opportunity of utilizing this cooperative evaluation service.

One of the major forward steps taken just recently has been the development and announcement of a new Ministry program designed to substantially increase the interaction between local schools and community residents.

We strongly support the idea of the local neighbourhood school serving as the catalyst towards developing a community identity, a community sense of involvement and spirit -- and a place where men and women and young people can go freely, for whatever purpose, without feeling threatened or out of place.

To this end, we outlined a six-point program, which the Ministry of Education will implement beginning immediately:

Number One, we will create a Community Schools Unit within the Ministry. There will be a small staff at the central office at Queen's Park. In addition, a Community Education Officer will be designated within all nine of our regional offices throughout the Province.

The Community Schools Unit will be backed up by an Advisory Committee, which will include representatives of provincial organizations concerned with education, recreation and community affairs. The Committee's main purpose will be to ensure that we have first-hand knowledge and expertise at our disposal, and that co-operation, co-ordination and advice are at a maximum.

Number Two, the Ministry of Education will provide backing to school boards, who really want to get serious about community schools, or try the idea on for size. Boards of education and Roman Catholic Separate School Boards will be able to submit specific proposals for new or expanded programs, including staff needs that might be involved.

For the remainder of the present school year, 1974-75, we will support boards to a maximum of $10,000 per approved project. We have already mailed details of this plan to school boards, so that proposals can be submitted by the end of December. The same program will be continued throughout the 1975-76 school year.

Number Three, we will soon initiate a project to produce a practical handbook of facts, ideas and examples related to community schools. This handbook will serve a dual function, hopefully, in serving to inform and stimulate both school principals and their staffs and interested citizens.

Number Four, we will continue to allow school boards (if they wish) to classify their expenditures related to community use of school facilities as being outside the education spending ceilings.

Number Five, we will officially and strongly support the idea of full community use of school facilities after regular school hours. As well, we support the community use of vacant school facilities during school hours where appropriate, provided that other school boards do not require the space.

Number Six, we will officially and strongly urge school boards to examine their procedures and policies related to their liaison and cooperation with other agencies serving the community -- with a view to improving the lines of communication between them.

These are the six essential ingredients in this first phase of an active plan to encourage the development of the community school idea all across Ontario.

Mr. Chairman, I have indicated today a number of the priority matters with which the Ministry of Education has concerned itself during the past year and which we will move forward on during the coming year.

The essential message, however, is that all of these and other activities are intended for one purpose and one purpose only -- to contribute ultimately to what goes on for each student in the classrooms of this Province.

Never should we forget that, in education, the priority standing above all others is that we must continue to provide the kind of educational experiences that will best equip and prepare the young people of today to take their places as knowledgeable, sensitive and aware members of a society that will soon be theirs to lead -- and ready to participate in meeting and solving the problems of their community, their country and the world at large.

DEC 12 1974

REMARKS BY: HON. THOMAS L. WELLS,
MINISTER OF EDUCATION
TO: ONTARIO ASSOCIATION FOR
CURRICULUM DEVELOPMENT
TORONTO, NOVEMBER 9, 1974

The theme of this 23rd conference of OACD -- Priorities, Process, Product and Problems -- could not offer me a better opportunity to offer you some observations related especially to the crucial early years of a child's formal learning -- the primary and junior divisions.

Many times over the past two or three years, I have said publicly that we in Ontario have developed for our children an education system that is distinguished among others and the envy of many. Anyone who has had the opportunity to visit other jurisdictions, as I have, will realize that, in a most practical way, Ontario schools -- and the teaching and learning that goes on in them -- compare favourably with their counterparts everywhere.

Perhaps above all else, this is a credit to the teachers of Ontario, and their high degree of preparation, skill and dedication. True, the administrative structure in education has provided the necessary support and the framework for quality -- but the deciding factor in the ultimate achievement of excellence has always depended upon the teacher.

Of course, there has never been any shortage of critics of the schools. There is certainly no shortage today. Of the many charges levelled at the schools today, few have been more prevalent or difficult to refute than the allegation that "the basics" are being neglected, especially in the early years.

I say this fully recognizing that there are a variety of opinions as to what "the basics" really are. Educators and parents have always shared an overriding concern that children, especially in the early years of formal education, receive a solid grounding that will stand them in good stead for later learning and life.

However, among some people, this concern has been taking a negative turn. I find it significant that groups as diverse as the Ontario Home and School and the Ontario Chamber of Commerce come to the Minister of Education and the Government asking that something be done to re-emphasize the teaching of the 3 R's.

In some respects, the situation that exists today is paradoxical. As some parents and some educators talk about what they perceive to be the disappearance of standards and a general deterioration in the basic skills, others insist that more of our elementary school pupils read better, write better, handle math better, think better and understand better than ever before.

The parent who is concerned or worried about his child or the school system at large is often confused and frustrated before he can come to grips with any significant issues.

This kind of frustration, if it is widespread -- and I believe it is widespread, right across North America -- can build up and build up, to the point that public pressure may dictate eventual changes which in the long run could be detrimental to pupils.

When parents and others talk about the basics, they are usually referring mainly to the 3 R's -- reading, writing and arithmetic. We share this concern, as I'm sure each of you does as well. But the basics obviously do not stop there, and any public debate should be conducted in the context of a broader interpretation of the basics than simply the 3 R's.

I believe that the basics -- however one tries to describe them -- can be subdivided into four essential components (even though they actually constitute an indivisible whole):

-- the fundamental premise is that education must develop and preserve the confidence and self-worth of the individual child.

From that foundation, one can move on to say that each child, to the limit of his or her potential, should

-- become proficient in the skills fundamental to future learning,
-- acquire knowledge and attitudes leading to active participation in Canadian and world society, and
-- acquire the moral and aesthetic sensitivity necessary for a complete and responsible life.

In any event, in raising the question of public concern about basics, I am suggesting that the elementary school curriculum is facing a sort of credibility problem in the eyes of many people.

No curriculum, no program, no project will stand the test of time if it is not understood and supported by parents and the public, as well as by educators.

This is the challenge we face right now. While parents willingly place their children in the hands of the school and the teacher, with a basic peace of mind that the school is doing a good job, there are nagging worries in some quarters that perhaps the schools are straying a little too far off course.

Today the public is being bombarded with confusing and bewildering information in the mass media about the health of our schools. Editorial writers pontificate on the need to return to the basics. There are letters to the editor from increasing numbers of distraught parents. University professors say that their students never learned to read or write. We see magazine articles like the one in a recent issue of Newsweek, titled "Back to Basics in the Schools." Reporters seem quick to jump on any story that involves a criticism of the schools.

And it's not just the basics. Tied in with all of this are parental worries about other things -- like a perceived lack of discipline, or open-plan schools which they often equate with a lack of order and structure and direction, or the whole business of assessing student achievement and progress.

All of these things, taken together, add up to a climate where people begin to have serious concerns that perhaps there may be something to all of the public hand-wringing about the schools.

A week ago, I announced a new Ministry plan which we hope will result in much more community-school interaction throughout the Province. At that time, I said that a major concern of parents -- which is expressed to me time and time again -- is that they seldom feel completely at home in their children's school.

In some schools, even when they visit on Parent's Night, they have the feeling that the gates have been opened for that evening only, and that they may, if things work out, be able to get back in the Spring.

Parents ask why they can't find out more about what and how their children are being taught. They are disappointed if they cannot get anything more than abstract generalizations about the school's educational program. They are disappointed and frustrated if they can't really get a handle on how well their child is doing in various subjects, and the level of the child's achievement.

This is curriculum credibility I am talking about. In a society where parents are being increasingly confronted with claims that educational standards are deteriorating, anything less than a relaxed open-door policy at the neighbourhood school is asking for trouble.

If parents are blockaded at the school or at the classroom door -- either literally or figuratively -- we create or accentuate a situation which adds strength and a seeming credibility to concerns about deterioration in education quality.

To my mind, the answer is for principals and teachers to actively involve parents in the school. Get the parents into the school, whether through a volunteer aide program or some kind of meaningful -- and I stress meaningful -- community-school committee.

All of those in positions of leadership in education must work with teachers to help them develop an ability and confidence to talk openly and candidly with parents. Work with them to help them better articulate their classroom objectives and methods. And work with them so they will be better able to report and interpret a pupil's progress and achievement to the parent, in a way that the parent can understand.

Let us now take a hard look at the classroom. We must make sure that there is no classroom where the essential skills are not receiving adequate stress and emphasis.

Self-evaluation and accountability are key words here. Accountability means, quite simply, that all of us are answerable to parents and the public for the work that we do, and it implies that nothing less than the best for each child is acceptable.

Today, those who are closest to the children have an essential responsibility in this field. With the withdrawal of Provincial school inspectors in Ontario, the onus for classroom accountability fell elsewhere -- to the local level, to supervisory officials, to principals and to teachers themselves.

When we talk of curriculum credibility -- and when we talk about the worries and concerns of parents -- we are also talking about self-evaluation and accountability. Because if there are classrooms where there is substance to the allegation that the basics are not getting the attention that they should, somebody isn't doing his job -- either on the teaching side or on the supervision side, or both.

Part and parcel of all of this is the whole area of pupil evaluation. Obviously there must be a strong measure of pupil assessment built in all along the line -- assessment that ensures that the pupil, as well as the teacher and the parent, knows what is going on.

I do not mean the old kind of testing where one tested primarily for failure, or for comparison between the bright and the not-so-bright, or between one teacher and another.

I mean ongoing assessment that will indicate clearly the measure of competency achieved by a child -- his or her progress in relation to the objectives the teacher has for the class, and for the individual child within the class -- and the kind of assessment that leads to a clear diagnosis of what needs to be done next.

I want to offset any fears of a return to rigid, standardized testing. The business of the elementary school is not failure. But be warned: Parents are becoming very restless about methods of evaluation and measurement that lack substance. We must be concerned about how achievement is reported and explained to them as parents.

Surely it is not too much for parents to ask for an evaluation and reporting process that has some real substance to it -- and some real meaning to it -- instead of superficial check-lists, abstract meanderings or dehumanized computer printouts.

I don't want to dwell on this today. It is a big topic for another day.

If I may, I would like to relate all of this more directly to curriculum.

I will state unequivocally that I believe that we have witnessed substantial improvement in our schools over the past 15 or 20 years. I think that by and large they serve the needs of our pupils very well. This is no time for some kind of hasty reactionary retreat -- and I would not want to be party to a sweeping backward swing of the pendulum.

No, I think that the answer lies in our actions, yours and mine, as we seek to adapt and improve curriculum and teaching methods year by year -- and as we seek to improve our rapport with the people we serve, namely, parents and the public.

* * *

During the last few minutes I have mentioned a number of issues related to curriculum. Now I would like to link these thoughts to the new curriculum materials that have been under development for the Primary and Junior Divisions.

There is no one in this room, I am sure, who is not vividly aware of the fact that the new guideline has been under development for over three years. And equally am I sure that everyone here is aware in some degree of the grapevine gossip as to the reasons why it has yet to make its appearance.

On the latter point, let me simply say that in my opinion -- and the opinion of the senior officials of the Ministry of Education -- it has taken us this long to come up with a plan that adequately reflects the kinds of concerns and issues that I have been talking about here today, as well as the thousands of other aspects of curriculum involved in nurturing the educational growth of young children.

We now believe that we have a curriculum plan that comes to grips with the realities of today's world -- both inside the school and outside. In this day and age, it is impossible to please everyone on anything. But we are confident that the new Primary and Junior package will be generally welcomed by educators, and point the direction for the future.

The package I am talking about -- and which will go into production very shortly -- consists of five main parts, because we have come to realize that in a major curriculum project of this scope there are many special needs to be met and many different audiences to address.

As a result, we have developed a five-element package that we believe will make it easier for all of us to meet the needs of the children in the Primary and Junior Divisions.

The first element is a short policy statement, Circular P_1J_1. What it tries to do is spell out in simple and concise form the goals of the Ministry with respect to primary and junior education. It then goes on to a series of fairly precise statements about the expectations the Ministry holds for the kind of program that would be offered to children.

Notice that I said expectations for the program. We are not setting up a series of expectations for individual children. Each teacher must have wide flexibility in the day-to-day implementation of curriculum. Each child is unique, and must be treated so.

This places this new P_1J_1 squarely in the continuing philosophical tradition of its predecessors, back as far as 1937 at least.

The audience for this basic document is both lay people and professional educators who want a precise statement of the minimum expectations of the Ministry of Education for the programs that should be operating in primary and junior classrooms. I hope that parents become aware of this document -- and what it says about schools -- and I expect teachers and principals and other educators as well as trustees, to explain it to the public.

The second element of the five parts is the document which has evolved from the report of the Primary-Junior Curriculum Committee. Although now condensed, it is a substantial and, I believe, unique document. It is called Education in the Primary and Junior Divisions.

Its intended audience is more exclusively the professional teacher-educator. It provides an extensive philosophical basis and rationale for the program, and a wide variety of suggested procedures and approaches. It emphasizes the process elements of the curriculum -- and in a broad sense indicates how the program expectations in P_1J_1 can be achieved in an integrated and child-centred framework. We expect the document will have particular value in professional development and in teacher education.

The third element in the package is a group of short "how-to-do-it" practical handbooks. Although some will be helpful to principals and supervisory officials, most of these support documents are for the classroom teacher. They cover the major content areas and selected age levels in the primary-junior divisions -- and they illustrate, in practical classroom terms, how to work with children within the rationale and spirit of the program.

There are twenty-one of these documents at the moment, but we will be adding to the series from time to time as new needs are identified.

These three elements form the paper part of the package. It sounds, and is, pretty elaborate and ambitious, but we're not apologetic. There are about 160 guidelines that are currently in use in the schools of the Province. Of these, 158 are for the intermediate and senior divisions. Only two -- the present P_1J_1 and the Kindergarten guideline -- apply to the primary and junior divisions, although these divisions contain about 50% of the students.

We think it's worth the time and effort involved, and that the younger pupils have every right to the attention and expenditure committed to this major effort.

The fourth element in this plan is local curriculum development. We know that curriculum development activity must follow the publication of any Ministry guideline, and that at times this will be on a system-wide or family-of schools basis. We know that the teachers engaged in these activities have produced -- and will be producing -- a variety of materials that can help other teachers and enhance the learning situation in the classroom.

As part of the implementation of the new primary-junior program, or any new guideline, I feel that we could all profitably turn our efforts to see that the very best of these materials are disseminated from one system to another.

I know too that the publishers of the Province, those concerned with textbooks and particularly those concerned with the wider range of learning materials to support the curriculum activities of young children, will soon produce a wide variety of related teaching and learning resources.

We should remember, however, that the most important reason for local curriculum development is not the production of materials, not the learning process that it represents for those who take part in it -- but rather the flexibility it provides in enabling educators to adapt curriculum to the needs of the boys and girls in their particular area.

The fifth and final element is already in operation. We recognize that the implementation of new programs, and local curriculum development, almost always lead to professional development needs.

For this reason, we have allocated some limited funds to our regional offices to finance a variety of local professional development needs. This of course is not directed exclusively to the needs P_1J_1 may generate, but is available for any worthwhile professional development purpose. It will, however, be an important element in long-range curriculum implementation.

That then is our five-part curriculum plan -- a policy statement, a comprehensive manual, a series of practical support documents, curriculum development at the local level, curriculum development, and support for local professional development activities.

As I said earlier, we are about to begin the printing of some of the first three elements of the package. It probably won't be possible to bring them all out together, but at least some of them will be appearing very soon, certainly in time for use in planning for next summer and next winter's school programs.

* * *

I said at the outset that educators and parents have always shared an overriding concern that children, especially in the early years of formal education, receive a solid grounding that will stand them in good stead for later learning and life.

I believe that Ontario's new curriculum plan for the Primary and Junior Divisions will reflect this concern clearly and directly.

Through your efforts, and the efforts everyone involved in the education of young children in Ontario, we have a new opportunity now to move forward in ways that will tangibly benefit pupils in classrooms everywhere in the Province.

Thank you very much.

Ontario

Minister of
Education

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Mowat Block
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Toronto Ontario
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Dec 20/74

MEMORANDUM TO: CHAIRMEN OF SCHOOL BOARDS

RE: 1975 WEIGHTING FACTORS AND OTHER SIGNIFICANT CHANGES FOR 1975 GENERAL LEGISLATIVE GRANTS

I am pleased to enclose a statement setting out the 1975 Grant and Expenditure Weighting Factors for the Board. A detailed explanation of the manner in which each of the factors has been calculated is also attached.

1. The major changes in the method by which the 1975 factors have been determined are as follows:

   (1) Special Education

   (a) The maximum on the elementary school special education weighting factor has been removed.

   (b) The removal of the maximum means that, in 1975, the total cost of special education services will be recognized for grant purposes. The median concept has been replaced by the identification of a basic level of special education service provided for within the stated ceilings, with the dollar amount of this basic level being the same in 1975 as in 1974 ($23.25 for each pupil in the system). Additional special education costs beyond the basic level are recognized fully through the special education grant weighting factor.

Cont'd...

(c) A weighting factor at the secondary school level has been introduced to recognize all additional expenditure resulting from higher instruction and education services costs involved in providing programs in the specific areas of behavioural, communication and physical exceptionality.

(d) An adjustment will be made in the elementary and secondary special education weighting factors for 1975 to reflect current programs and services (extension of policy established at the elementary school level for 1974).

(2) Technical and Occupational

The median concept has been eliminated from this factor also. All technical and occupations-practical education costs are recognized for grant purposes. A fixed basic level of service is provided for in the stated ceilings ($43 per pupil including equipment replacement). The additional expenditure resulting from higher instruction and education services and equipment costs for pupils in technical and occupations programs, beyond the amount within the stated ceilings, is recognized through the weighting factor.

(3) Population Sparsity

The factor previously referred to as "Economies of Scale" has been renamed "Population Sparsity". The elementary school portion has been changed to provide additional assistance to schools with enrolments of less than 200 which are situated in municipalities having a school-age population per square mile of fewer than five.

(4) Instructional Salaries

(a) The maximum on the instructional salaries weighting factor has been removed.

(b) Fifty per cent of the instructional salaries weighting factor, up to a maximum of .015, has been used to determine the grant weighting factor, with the whole factor, to determine the expenditure weighting factor.

Cont'd...

(5) Total Expenditure

The removal of the limitations on the special education factor and the instructional salaries factor, and a minor extension in the compensatory education factor have made it possible to remove the population density factor. Each board has been guaranteed that its 1975 expenditure weighting factor will be at least equal to its 1974 expenditure weighting factor.

2. Other significant changes to be incorporated into the 1975 General Legislative Grant Regulation are given below:

(1) A trainable retarded child will be counted as 1.6 secondary pupils for 1975 for both ceiling and grant purposes. The corresponding figure for 1974 was 1.5.

(2) Increased Assistance for French-Language Instruction

(a) Where French is not the language of instruction in an elementary school or class, and a program of French is provided for

(i) twenty minutes or more per day for pupils up to and including grade 8

(ii) pupils in grade 9 or 10

the eligible sum has been increased to $50 per pupil.

(b) Where French is the language of instruction in an elementary school or class for pupils who are enrolled for

(i) more than half-day or alternate-day attendance, the eligible sum has been increased to $50 per pupil

(ii) half-day or alternate-day attendance, the eligible sum has been increased to $25 per pupil.

(c) In a secondary school where English is the language of instruction, and a pupil takes a program of French, the eligible sum has been increased from $16 to $18.

Cont'd...

(d) In a secondary school where French is the language of instruction, the eligible sum for each subject up to five per pupil has been increased from $32 to $36 per subject.

(3) Establishment Grants for Additional French-Language Schools or Classes

In an elementary school where a program of instruction in French for French-speaking students is established on or after September 2, 1974, the board will be paid its ordinary expenditure grant on $5,000 for the first classroom for the French-Language Program established at each school, $3,000 for the second and $2,000 for the third such classroom. The three classrooms need not all be established in one year in order to qualify.

(4) Declining Enrolments

Boards with falling enrolments will receive increased assistance. The additional ceiling and grant will recognize a given decline for two years. The formula may be expressed as follows:

Protection in 1975 = (.5 x .6 x a) + (.5 x b)

Protection in 1976 = (.5 x .5 x b) + (.5 x c)

where a is the decline in enrolment between 1973 and 1974
where b is the decline in enrolment between 1974 and 1975
where c is the decline in enrolment between 1975 and 1976

Where the enrolment increases between 1974 and 1975, the protection of .5 x .6 x a will be reduced by the amount of the increase.

(5) Where supplementary taxes exceed taxes written off, the limitation in the reduction in grant provided in 1974 will not apply in 1975.

(6) In addition to the assistance provided for unapproved debt charges on debentures issued prior to 1970, the Province will pay a board the amount by which the 1975 unapproved debt charges on debentures issued in 1970, 1971, 1972 and 1973 exceed the amount raised by one-half an equalized mill.

Cont'd...

(7) For secondary school purposes, the approved capital element in rent payable for a computer and for terminals, if the purchase price of the equipment in one location is in excess of $5,000, will be treated as recognized extraordinary expenditure.

(8) Pupil accommodation charges will be increased to $65 and $120 for elementary and secondary school pupils respectively.

(9) The amount that may be included in recognized extraordinary expenditure for furniture and equipment not acquired in connection with a building project will be increased to $6.50 and $7.50 for elementary and secondary school pupils respectively.

(10) For each board, the 1975 expenditure ceiling for an elementary school pupil cannot be less than 124.43 per cent of the 1974 ceiling and for a secondary school pupil cannot be less than 113 per cent of the 1974 ceiling.

Thomas L. Wells

Thomas L. Wells
Minister

December 20, 1974.

Ontario

Minister of Education

416/965-5277

Mowat Block
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MEMORANDUM TO: CHAIRMEN OF SCHOOL BOARDS

FROM: THOMAS L. WELLS

DATE: JANUARY 6, 1975

SUBJECT: THE EDUCATION ACT, 1974
(Bill 72)

On January 29, 1973, I made public at a meeting of the Chairmen of school boards, representative of all parts of the Province, the draft Consolidation of the School Acts, December, 1972. Since that time the draft has undergone continuous revision as a result of suggestion and comment from every possible source within the educational community. It received First Reading as Bill 72 on May 30, 1974. Various changes have since been made and Third Reading and Royal Assent were given on December 20, 1974. The Provisions of the Bill came into force as The Education Act, 1974, on January 1, 1975.

Board chairmen have received Third Reading copies of the Bill and in the near future will receive copies of the office consolidation with a table of contents and an index.

Although the Bill is primarily a consolidation of the existing Acts, you will realize that certain adjustments were required during the almost two-year period that its contents were available to the public.

There are several items of particular interest to board members, to which your attention is drawn, as follows:

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Section 164(1) - The scale of allowances for board members has been revised as follows:

Enrolment	Maximum monthly allowance
Fewer than 2,000	$100.
2,000 or more but fewer than 10,000	200.
10,000 or more but fewer than 40,000	400.
40,000 or more	600.

(over)

Section 164(3) - It is now provided that board members' travel expenses to attend board meetings may be made available by way of reimbursement of actual expense incurred or such lesser amount as may be determined by the board, OR by way of a mileage allowance at a rate authorized by the board.

Section 179 - The provisions in respect of public access to board and committee meetings have been clarified and it is now required that all such meetings be open to the public. Exceptions are provided for a board to determine that certain meetings of the committee of the whole board, shall not be open to the public.

Section 192(1) - Trustees of Roman Catholic Separate schools hereafter elected are required to be Roman Catholics and separate school electors. The qualification requirements and disqualification provisions have been made similar to those that apply to the members of public and secondary school boards.

Section 245 - The senior official of a separate school board formerly called "Superintendent of Separate Schools" is now to be known as "Director of Education".

The Deputy Minister is sending to all Directors a numbered memorandum drawing attention to a number of other changes that will be of interest to them and to their teaching and administrative staffs. I wish to thank the Ontario School Trustees' Council, its member associations and the members of all boards who have assisted in the achievement of this memorable and significant educational and legislative milestone. I hope that The Education Act, 1974 will fulfil the hopes we have entertained for it and that it will facilitate the meeting of the educational needs of the young people of Ontario.

Thomas L. Wells

Thomas L. Wells
Minister.

MEMO C

Ontario, Dept. of

Ministry of Education

Telephone 416/965- 2667

17th Floor
Mowat Block
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Toronto, Ontario

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THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

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MEMORANDUM TO: Presidents of Universities
Deans of Faculties & Colleges of Education
Directors of Education
Superintendents of Separate Schools
Executive Directors of Educational Associations
Research Administration Officials

FROM: H. E. Gillies

SUBJECT: Brochure: Grants in Aid of Educational Research Program 1975/76

The Ministry of Education, Ontario, is implementing the fifth Grants in Aid of Educational Research Program during 1975/76. The grants are to assist research projects which are relevant to problems of education and the needs of the students of Ontario.

Copies of the brochure, GRANTS IN AID OF EDUCATIONAL RESEARCH PROGRAM 1975/76 are enclosed for your information and for those to whom you may wish to distribute. Enquiries concerning the grants should be directed to Fran Moscall in the Planning and Research Branch office (tel. 416-965-3141) or to:

The Secretary,
Grants in Aid of Educational Research Program,
Ministry of Education, Ontario,
17th Floor, Mowat Block,
Queen's Park,
Toronto, Ontario.
M7A 1L2

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H. E. Gillies

H. E. Gillies
Director
Planning & Research Branch

NOTE: Bulk shipment of brochures was sent to your officer in charge of research administration for distribution purposes.

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Ontario

Ministry of
Education

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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

March 20, 1975

Our file number FI 155
Your file number

MEMORANDUM TO: Branch and Regional Directors,
Principals of Teachers' Colleges
Principals and Superintendents of Provincial Schools

SUBJECT: Expenditure Coding Manual -
Ministry of Education Organization Chart of Account
1975 - 76

I am pleased to attach the Organization Chart of Accounts for 1975 - 76 to be effective for all expenditures incurred from April 1, 1975.

As in 1974 - 75, the Program-Activity structure allows for only two programs, whereas for effective reporting control we also report on a Division-Branch-Unit basis.

Because the Chart so closely parallels the current year's Chart, there should not be many questions arising, but should there be any problems we would be pleased to be informed. For this purpose calls may be directed to Mr. R. E. Spencer at 965-3147.

The opportunity is taken to enclose revised pages D-1, D-3, D-4, D-5, D-10 and D-27 which cover changes to the Common Object Codes of Expenditure for the new year.

O. C. Tidbury,
Director,
Financial Management Branch.

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MINISTRY OF EDUCATION, ONTARIO

ORGANIZATION CHART OF ACCOUNTS

April 1, 1975.

1975 - 76

PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
1-01	1				MINISTRY ADMINISTRATION
		1			Minister's Office
			01	5	Minister's Salary
			02	8	Minister's Secretariat
			03	1	Parliamentary Assistant's Salary
			04	4	Office of the Parliamentary Assistant
1-02		2			General Administration
			01	1	Office of the Deputy Minister
			02	4	Education Resources Allocation System
			03	7	Council on French Language Schools
			04	0	Certificate Review Advisory Committee
			05	3	Education Relations Commission
			06	6	
			07	9	Committee on Cost of Education
			08	2	Student Summer Activities
			09	5	Special
			10	5	Experience 75
			11	8	
			12	1	
			13	4	
			14	7	
			15	0	C.E.A. Conference
			16	3	External Evaluation-James Bay Education Centre
		3			Grants
			01	0	Canadian Education Association
			02	3	Council of Ministers of Education
			03	6	James Bay Education Centre
			04	9	
			05	2	Ontario Institute for Studies in Education
			06	5	Miscellaneous Grants
1-12		4			Payments to Teachers'Superannuation Commission
			01	8	Compassionate Allowances for Ex-Teachers etc.
			02	1	Payment of Interest on Initial Unfunded Liability
			03	4	Amortization of Residual Unfunded Liability
			04	7	Pension Supplements

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT		
1-12	1					MINISTRY ADMINISTRATION
		5				Teachers' Superannuation Fund
			01	7		Teachers' Superannuation Fund
			02	0		Recoveries
1-03		6				Communication Services
			01	4		Office of the Director
			02	7		Administration Section
			03	0		Public Information Section
			04	3		Creative Services
			05	6		Information Analysis Centre
			06	9		Media Services
			07	2		Translation Services
1-11		7				Languages of Instruction Commission
			01	4		Languages of Instruction Commission

PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
1-02	2				ADMINISTRATIVE AND FINANCIAL SERVICES
		1			Assistant Deputy Minister
			01	5	Office of the Assistant Deputy Minister
			02		
1-04		2			Budget Services
			01	8	Administration
1-05		3			Data Processing Services
			00		Gross Expenditures
			01	4	Office of the Director
			02	7	Customer Services
			03	0	Operation Services
			04	3	Systems Development
			05	6	Management Information System Co-ordination
			06	9	S.G.I.S. Teleprocessing Project
			07	2	Teacher File Modification
			10		Recoveries from Other Agencies
			11	1	Integrated School System: ISS
			12	4	Student Scheduling System: SSS
			13	7	Student Guidance Information System: SGIS
			14	0	Other Customer Services Systems
			15	3	Ministry of Education: Education Records Branch
			16	6	Ministry of Education: Financial Management Branch
			17	9	Ministry of Education: Curriculum Development Branch
			18	2	Ministry of Education: Other Branches
			19	5	Ministry of Colleges and Universities
			21	8	Other Ministries
			22	1	Government Agencies
			23	4	Remote Job Entry (RJE) Customers
			24	7	Miscellaneous Revenue
1-06		4			Education Records
			01	0	Administration
			02	3	Ontario Scholarships
1-07		5			Financial Management
			01	6	Office of the Director
			02	9	Financial Consulting Services
			03	2	Internal Audit

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT		
1-07	2					ADMINISTRATIVE AND FINANCIAL SERVICES
		5				Financial Management (continued)
			10			Management Accounting Services
			11	3		Chief Officer M.A.S.
			12	6		
			13	9		F.I.S. Unit
			20			Processing
			21	0		Chief Officer Processing
			22	3		General Accounting
			23	6		Payroll
			24	9		Revenue and Loan
			30			Student Aid Loans Write Off
			31	7		Student Aid Loans Write Off
			40			Disbursements and Charges
			41	4		Bequests and Scholarships
1-08		6				Legislation
			01	2		Administration
1-09		7				Management Services
			01	8		Office of the Director and Systems
			02	1		Purchasing
			10			Operational Services
			11	5		Operational Services Administration
			12	8		Communications
			13	1		Communications Recovery
			14	4		Storing and Distribution
			15	7		Storing and Distribution Recovery
			16	0		Records Maintenance
			17	3		Duplicating Services
			18	6		Duplicating Services Recovery
			19	9		Accommodations and Inventory (F.A.I.C.S)
			20	9		Stationery Stores
			21	2		Stationery Stores Recovery
			22	5		Word Processing

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
1-10	2				ADMINISTRATIVE AND FINANCIAL SERVICES
		8			Personnel Services
			01	3	Personnel Administration
			02	6	Staff Development and Training
			03	9	French Language Training
			04	2	C.S.C. Courses

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-01	3				EDUCATION DEVELOPMENT
		1			Office of the Assistant Deputy Minister
			01	4	Office of the Assistant Deputy Minister
2-02		2			Curriculum Development
			01	0	Office of the Director
			02	3	Learning Materials Evaluation
			03	6	Intermediate Division Cyclic Review
			04	9	Assistance to Education of Native People
			05	2	
			06	5	Learning Materials-Development
			07	8	Learning Materials-Production
			08	1	
			09	4	Metrication Unit
			10	4	Ontario Education Communication Authority-Conditional Payments
2-03		3			Planning and Research
			01	6	Office of the Director
			02	9	Planning
			03	2	Research
			04	5	Statistics
			05	8	French Language Program
			06	1	Payments for Contractual Research
			07	4	Research: Grants in Aid
			08	7	Research Dissemination Program
2-04		4			Special Education Services
			01	2	Office of the Director
			02	5	Teachers in Training
			03	8	
			04	1	
			05	4	Practice Teaching

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-05	3				EDUCATION DEVELOPMENT
					SCHOOLS FOR THE BLIND AND DEAF
		5			The W. Ross Macdonald School, Brantford
			00		Administration
			01	8	Administration
			10		Personnel Development
			11	5	In-Service Teacher Training
			12	8	Support and Student Services
			13	1	Administration
			20		Instructional
			21	2	Junior
			22	5	Senior
			23	8	Physical Education
			24	1	Aquatic
			25	4	Library
			26	7	Educational T.V.
			27	0	Music
			28	3	Industrial Arts
			29	6	Vocational (Piano Tuning)
			31	9	Total Stimulation
			32	2	Deaf-Blind Program
			40		Student Services
			41	6	Junior Residence
			42	9	Intermediate Boys' Residence
			43	2	Deaf-Blind Residence
			44	5	Girls' Residence
			45	8	Boarding Program
			46	1	Senior Boys' Residence

OGRAM- ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
-05	3				EDUCATION DEVELOPMENT SCHOOLS FOR THE BLIND AND DEAF
		5			The W. Ross Macdonald School, Brantford (Continued)
			50		Support
			51	3	Eye Clinic
			52	6	Infirmary
			53	9	Psychological
			54	2	Business Office
			55	5	Food Services
			56	8	Groundskeeping
			57	1	Caretaking and Cleaning
			58	4	Laundry
			59	7	Building Maintenance
			61	0	Community Use of Facilities
			62	3	Power House and Utilities
			63	6	Security
			64	9	Operation of School Vehicles
			70		Resource Services
			71	7	Large Print Library
			72	0	Resource Centre Travel
			73	3	Parental Consultation
			80		Special Projects
			81	4	Residence Counsellor Summer Course
			82	7	Local Board Workshops
			83	0	Invitational Conferences

PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-05	3				EDUCATION DEVELOPMENT
					SCHOOLS FOR THE BLIND AND DEAF
		6			The James Whitney School, Belleville
			00		Administration
			01	7	Administration
			10		Instruction
			11	4	Junior School
			12	7	Senior School
			13	0	Vocational - Girls
			14	3	Vocational - Boys
			15	6	Off Campus
			16	9	Physical Education
			17	2	Guidance & Counselling
			18	5	Library and Media
			19	8	Television
			21	1	Hearing Aphasic
			30		Student Services
			31	8	General Residential
			32	1	Junior Residence
			33	4	Intermediate Girls' Residence
			34	7	Intermediate Boys' Residence
			35	0	Senior Girls' Residence
			36	3	Senior Boys' Residence
			37	6	Palmer House 1
			38	9	Palmer House 2
			39	2	Health Services
			41	5	Aquatics
			42	8	Social Work
			43	1	Driver Instruction
			44	4	Day Transportation

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-05	3				EDUCATION DEVELOPMENT SCHOOLS FOR THE BLIND AND DEAF
		6			The James Whitney School - Belleville
			50		Support Services
			51	2	Office
			52	5	Operation of School Vehicles
			53	8	Power House and Utilities
			54	1	Buildings Maintenance
			55	4	Caretaking and Cleaning
			56	7	Groundskeeping
			57	0	Security
			58	3	Food Service
			59	6	Laundry
			60		Extension Services
			61	9	Instructional
			62	2	Clinical
			63	5	Hearing Aids
			64	8	Summer Course for Parents
			70		Resource Services
			71	6	Consultative
			72	9	Community Use of Facilities
			80		Teacher Education
			81	3	Teacher Education
			85		Personnel Development
			86	8	In-Service Teacher Training
			87	1	Support and Student Services
			88	4	Administration
			90		Media Centre
			91	0	Media Centre
			95		Program for Emotionally Disturbed
			96	5	Program for Emotionally Disturbed

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-05	3				EDUCATION DEVELOPMENT
					SCHOOLS FOR THE BLIND AND DEAF
		7			The Ernest Drury School, Milton
			00		Administration
			01	6	Administration
			10		Instruction
			11	3	Junior School
			12	6	Senior School
			13	9	Vocational School
			14	2	Library and Media
			15	5	Educational Television
			16	8	Off Campus
			20		Student Services
			21	0	Junior Residence
			22	3	Senior Girls' Residence
			23	6	Senior Boys' Residence
			24	9	Health Services
			25	2	Physical Education
			26	5	Aquatics
			27	8	Guidance
			28	1	Driver Education
			29	4	Social Work
			30		Support Services
			31	7	Business Office
			32	0	Food Service
			33	3	Laundry
			34	6	Power House and Utilities
			35	9	Buildings Maintenance
			36	2	Caretaking and Cleaning
			37	5	Groundskeeping
			38	8	Security
			39	1	Operation of School Vehicles
			41	4	Purchasing and Central Stores

PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT		
2-05	3					EDUCATION DEVELOPMENT SCHOOLS FOR THE BLIND AND DEAF
		7				The Ernest Drury School, Milton (Continued)
			50			Extension Services
			51	1		Instructional
			52	4		Clinical
			53	7		Hearing Aids
			60			Resource Services
			61	8		Consultative
			62	1		Community Use of Facilities
			70			Projects
			71	5		Residence Counsellors Summer Course
			72	8		Pre-School Parents Summer Course
			73	1		Workshops
			80			Personnel Development
			81	2		In-Service Teacher Training
			82	5		Support and Student Services
			83	8		Administration

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-05	3				EDUCATION DEVELOPMENT SCHOOLS FOR THE BLIND AND DEAF
		8			The Robarts School, London
			00		Administration
			01	5	Administration
			10		Instruction
			11	2	Junior School
			12	5	Senior School
			13	8	Physical Education
			14	1	Aquatics
			15	4	Library and Media
			16	7	Educational Television
			20		Student Services
			21	9	North Residence
			22	2	West Residence
			23	5	East Residence
			24	8	Health Services
			25	1	Driver Instruction
			30		Support Services
			31	6	Office
			32	9	Food Service
			33	2	Caretaking and Laundry
			34	5	Buildings Maintenance
			35	8	Power House and Utilities
			36	1	Operation of School Vehicles
			37	4	Central Stores
			50		Extension Services
			51	0	Instructional
			52	3	Clinical
			53	6	Hearing Aids
			60		Resource Services
			61	0	Consultative
			62	3	Community Use of Facilities
			70		Special Projects
			71	7	
			72	0	

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-05	3				EDUCATION DEVELOPMENT SCHOOLS FOR THE BLIND AND DEAF (continued)
		8			The Robarts School, London
			80		Personnel Development
			81	4	In-Service Teacher Training
			82	7	Support and Student Services
			83	0	Administration

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT		
2-06	3					EDUCATION DEVELOPMENT
		9				Hospital Schools and Correspondence Courses
			00			Developmental Centres Schools
			01	1		Rideau Regional Centre, Smiths Falls
			02	4		Southwestern Regional Centre, Blenheim
			03	7		Huronia Regional Centre, Orillia
			04	0		Muskoka Centre, Gravenhurst
			05	3		Adult Occupational Centre, Edgar
			06	6		Midwestern Regional Centre, Palmerston
			07	9		C.P.R.I., London
			08	2		Northwestern Regional Centre, Thunder Bay
			09	5		Surrey Place Centre, Toronto
			10	5		
			11	8		Thistletown Regional Centre, Rexdale
			12	1		Prince Edward Heights, Picton
			13	4		South Cottage School, Kingston
2-07		9	20			Correspondence Courses
			21	2		Administration
			22	5		Marking and Evaluating Lessons
2-08		0				Teacher Education
			01	4		Office of the Director
			02	7		O.T.E.C. General
			03	0		O.T.E.C. Practice Teaching
			04	3		O.T.E.C., Hamilton, Operating Expenses
			05	6		O.T.E.C., Toronto, Operating Expenses
			06	9		U.I.C. Project

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-01	4				EDUCATION ADMINISTRATION
		1			Assistant Deputy Minister
			01		Office of the Assistant Deputy Minister
2-09		2			Curriculum Services
			01	2	Services General
			02	5	Community Education
			03	8	Guideline Implementation
			04	1	French Language Films
			05	4	Metrication
			06	7	Program Services
			07	0	Program Review
			08	3	Professional Development Administration
			09	6	
			10		Regional Professional Development Plan
			11	9	Northwestern Ontario Region - Thunder Bay
			12	2	Midnorthern Ontario Region - Sudbury
			13	5	Northeastern Ontario Region - North Bay
			14	8	Western Ontario Region - London
			15	1	Midwestern Ontario Region - Waterloo
			16	4	Niagara Region - St. Catharines
			17	7	Central Ontario Region - Willowdale
			18	0	Eastern Ontario Region - Kingston
			19	3	Ottawa Valley Region - Ottawa
			20		Summer Courses etc.
			21	6	Adlerian Counselling - London
			22	9	Career Development - Ottawa
			23	2	Changing Patterns of Women's Lives - Toronto
			24	5	Community Education - Kingston
			25	8	Community Education - Owen Sound
			26	1	Community Education - Sault Ste. Marie
			27	4	Community Education - Sudbury
			28	7	Education Communautaire - Sudbury
			29	0	Enhancing Human Effectiveness - Eagle Lake
			30	0	Environmental Studies - Guelph
			31	3	Environmental Studies - Ottawa
			32	6	Families, Food and Change - London
			33	9	History and Geography Workshop - Brampton

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT	
2-09	4				EDUCATION ADMINISTRATION
		2			Curriculum Services - continued
					Summer Courses Etc.
			34	2	La Pédagogie de la conversion au systéme métrique -Sudbury
			35	5	Leadership Seminar - Peterborough
			36	8	Leadership Seminar - Waterloo
			37	1	Learning Materials - Timmins
			38	4	Mathematics - Brantford
			39	7	Metrication - Sudbury
			40	7	Music - Atikokan
			41	0	Music - Geneva Park
			42	3	Native Education - Roseneath
			43	6	Present Practices and Trends - Peterborough
			44	9	Récupération des enfants en difficulté d'apprentissage - Elliot Lake
			45	2	Seminar for School Attendance Counsellors - London
			46	5	Simulation Use and Design Workshop - St. Catharines
			47	8	The Child in his Family and Culture - Guelph
			48	1	Values and Moral Education - Toronto
			49	4	Community School Development - Toronto
			50	4	Education, Cycle Moyen - North Bay
			51	7	Education, primaire - North Bay
			52	0	Elementary School Librarian Course - Hamilton
			53	3	Elementary School Librarian Course - Toronto
			54	6	Environmental Field Studies - Great Britain
			55	9	Environmental Field Studies - Pembroke
			56	2	French Conversation, Intensive - Compton, Quebec
			57	5	French Elementary Methods - Toronto
			58	8	Integrated Arts - Kingston
			59	1	Junior Education - London
			60	1	Junior Education - North Bay
			61	4	Lecture -Sudbury
			62	7	Music - Toronto
			63	0	Primary Education - Hamilton
			64	3	Primary Education - London
			65	6	Primary Education - North Bay
			66	9	Primary Education - Ottawa
			67	2	Primary Education - Toronto
			68	5	Primary Education Supervisor's - Hamilton
			69	8	Principals' Course - Kingston
			70	8	Principals' Course - Kingston, Sterling Hall
			71	1	Principals' Course - London
			72	4	Principals' Course - Peterborough

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2-09	4				EDUCATION ADMINISTRATION
		2			Curriculum Services - continued
					Summer Courses Etc.
			73	7	Principals' Course - Sudbury
			74	0	Principals' Course - Toronto
			75	3	Principals' Course - Waterloo
			76	6	Reading - Cobourg
			77	9	Reading - Thunder Bay
			78	2	Reading - Toronto
			79	5	Special Education - Ottawa
			80	5	Special Education - St. Catharines
			81	8	Special Education - Sudbury
			82	1	Special Education - Toronto
			83	4	Special Education - Windsor
			84	7	Teaching Trainable Retarded Children - Hamilton
			85	0	Teaching English as a Second Language - Toronto
			86	3	Teachers of Native Children - Thunder Bay
			87	6	Visual Arts - Toronto
			88	9	Visual Arts - Waterloo
			89	2	Miscellaneous
			90		Other
			91	5	Autistic Children
			92	8	Unemployed Program
			93	1	Winter Courses
			95		Special Programs
			96	0	Olympic Task Force
			97	3	O.C.L.E.A.
			98	6	P.O.N.A.
2-10		3			Educational Exchange
			01	7	Administration and French Language Program
			02	0	Young Voyageur Program
			03	3	Special Projects
			04	6	Educational and Cultural Exchange - Operational
			05	9	Educational and Cultural Exchange - Grants
			06	2	Camp Operation
			07	5	Young Travellers' Program - Transfer Payments
			08	8	Teacher Exchange
			09	1	School Twinning
			10	1	Secondary School Bursaries

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PROGRAM-ACTIVITY	DIVISION	BRANCH	UNIT	CHECK DIGIT		
2-11	4					EDUCATION ADMINISTRATION
		4				School Business and Finance Administration
			01	3		Office of the Director
			02	6		Architectural Services
			03	9		Financial Assistance to School Authorities
			04	2		Energy Management Program
		5				General Legislative Grants
			01	2		Public Schools
			02	5		Separate Schools
			03	8		Secondary Schools
			04	1		French Language Instruction
			05	4		Metrication
			06	7		Community Use of Schools
		6				Cost of Education of Non-Resident Pupils
			01	1		Public Schools
			02	4		Separate Schools
			03	7		Secondary Schools
2-12		7				Supervisory Services
			01	7		Office of the Director
			02	0		Special Assistance to Northern Areas
			03	3		Co-operative Review
2-13		8				Regional Services
			01	3		Northwestern Ontario Region
			02	6		Midnorthern Ontario Region - Office
			03	9		Midnorthern Ontario Region - Resource Centre
			04	2		Northeastern Ontario Region
			05	5		Western Ontario Region
			06	8		Midwestern Ontario Region
			07	1		Niagara Region
			08	4		Central Ontario Region
			09	7		Eastern Ontario Region
			10	7		Ottawa Valley Region
			11	0		Suspense

TEACHER DATA 1972-73

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

PLANNING & RESEARCH BRANCH
MINISTRY OF EDUCATION, ONTARIO
MARCH, 1975.

TEACHER DATA 1972-73

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

Introduction

The Educational Staff Record, a joint project with Statistics Canada, was initiated in 1972-73. Data are now becoming available for both 1972-73 and 1973-74. The 1974-75 form, with computer pre-printing of previous responses, will be distributed in March 1975. This pre-printing procedure has been helpful to teachers completing the form, and the Ministry is most appreciative of their efforts. The processing time has now been greatly reduced.

Initial tabulations of the 1972-73 data are in the form of a summary of the major fields of data available from the Educational Staff Record. All the data are now available except for courses taught, a field in which the data must be converted to the new course code recently adopted by the Ministry.

These initial tabulations selected are those for full-time teachers in publicly supported elementary and secondary schools. Full-time itinerant teachers attached to board offices are also included. The numbers of elementary teachers included in this tabulation are 42,299 in Public schools, and 18,420 in Roman Catholic Separate schools for a total of 60,719. There were 34,369 full-time secondary school teachers and thus the entire tabulation includes reports from 95,088 teachers.

Age

Ages have been grouped in 10-year intervals. The most common age interval for male secondary school teachers was the thirties. For female secondary school teachers and all elementary school teachers the most common age interval was the twenties.

Marital Status

The data on marital status provides at least two reasons why this particular item need not be included when the Educational Staff Record is revised. The percentages married or separated were 69.7 per cent for male elementary teachers and 64.4 per cent for female elementary teachers. For secondary teachers the corresponding percentages were 75.4 and 58.3. These percentages confirm personal observations that many married female teachers continue in or re-enter the profession. Therefore, marriage of female teachers is no longer a predictor of termination of employment. Another reason for removing the item is that the numbers of teachers who preferred not to report their marital status was about 6,600 or almost 7 per cent.

Salaries

The distribution of salaries by interval can be examined in detail. The medians confirm differences in salary levels obtained by men and women. The medians differ by about $2,100 in Public schools, about $1,600 in Roman Catholic schools, and about $2,000 in Secondary schools. In each case the median for men was higher. There are of course common salary scales for men and women. The differences in medians are traceable to the higher proportions of men in supervisory positions as shown under Educational Staff at the beginning of the table and the greater number of years of experience that the male teachers have reported.

Scope of Assignment

The item on scope of assignment shows that very few, only 22 teachers, were employed concurrently by more than one board. As might have been expected, the numbers of teachers who reported concurrent employment with two or more schools in one board was large, about 3,650 elementary teachers and about 250 secondary teachers.

Preference of the Official Language

Language preference should be examined in comparison with the tabulations of percentages of time spent in teaching in English and in French. Over 3,800 elementary teachers and over 1,360 secondary teachers expressed a preference for French. These numbers were greater than the numbers of elementary and secondary teachers who used French as the only means of communicating with their students. However, significant numbers of teachers used

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French 60 per cent or more, but not entirely. Some cross-tabulations will be necessary to determine if language preference was in close relationship with language of instruction.

Teaching level

The first tabulation on teaching level provides for multiple responses for teachers employed at two or more levels. The gross totals indicate considerable multiple counting. The gross totals will in time be compared with other years.

The second tabulation is single reporting by highest level taught. In examining these data it is necessary to realize that a teacher who reported his/her duties in a publicly supported school was also expected to report, usually on the same form, the duties he/she performed in private schools. Therefore, we find as expected that large numbers of teachers in Roman Catholic Separate schools taught secondary school classes, presumably in private schools. This assumption is confirmed by the large number of Roman Catholic Separate school teachers reported as spending some of their time in private schools.

Percentage of time spent at the Secondary level.

A tabulation of the percentage of time teachers spend at the secondary level yields further detail on elementary teachers instructing secondary students, and, to a lesser extent, secondary teachers instructing elementary students. Of 42,299 Public school teachers, only 937 also instructed secondary students. The situation is somewhat different among the 18,420 Roman Catholic Separate school teachers, where 1,716 were spending some time at the secondary level. Examining the converse in the same table, 897 secondary teachers were spending less than 100 per cent of their time at the secondary level, that is, they were also teaching at the elementary level.

Major activity or occupation

The classification of major activity or occupation during the previous year reveals convincing evidence of the extent to which teachers were continuing in the employment of the same board. Among elementary teachers 50,508 out of 60,719 or 83.2 per cent were employed by the same board the previous year, i.e., in 1971-72. Among secondary teachers the corresponding figures were 29,761 out of 34,369 or 86.6 per cent. The least mobile group consists of male secondary teachers of whom 88.3 per cent were employed by the same board the previous year. Roman Catholic Separate school teachers were the most mobile. Relatively lower percentages of 79.6 for females and 80.7 for males remained with the same board. Percentages for Public school teachers were 87.2 for males and 83.4 for females. It should be noted that all of these percentages ranging from 79.6 to 88.3, are very high measures of retention of employees.

Our measure of mobility is among boards. How many teachers moved to their present boards from similar publicly supported boards? There were 1,476 elementary teachers and 849 secondary teachers. These constitute 2.4 per cent of elementary teachers in publicly supported schools, and 2.5 per cent of publicly supported secondary school teachers. Smaller numbers of teachers were employed in private schools or in teaching occupations outside Ontario in the previous year. The major sources of intake to the profession were of course the teacher's colleges and universities. Five men and 886 women were engaged in household responsibilities the previous year. This constitutes entry or re-entry of a considerable number of already qualified but not necessarily experienced female teachers.

Teaching experience

Teaching experience is examined in several ways. First, all teachers were recorded by total teaching experience. Beginners included 4,878 elementary teachers and 2,684 secondary teachers. There were 38,555 elementary teachers with at least one year but less than 11 years of experience, and 22,546 secondary teachers were similarly experienced. These two groups, the beginners and the teachers with experience of less than 11 years, form 71.5 per cent of the elementary teachers and 73.4 per cent of the secondary teachers.

In a tabulation of experience with the teacher's present board, one is impressed with the relatively high numbers with previous experience with their present board. One notes also that almost 2,000 elementary teachers had secondary experience with the same board, and some 3,300 secondary teachers had elementary experience with the same board. A similar distribution is shown also for those with teaching experience elsewhere in Ontario. A final tabulation shows the outside teaching experience brought into the profession in Ontario.

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Years of academic and professional education

A tabulation of years of academic and professional education beyond grade 12 or year 4 introduces a rough classification used by Statistics Canada to compare the levels of education of teachers in the provinces of Canada.

Certification

In the reports of province or country of initial teaching certificate the numbers of teachers receiving their initial teaching certificates in Ontario are understated, probably to the extent that entries have been included as 'not reported'. This is because teachers believed they did not need to respond if their initial teaching certificates were obtained in Ontario. The figures correctly disclose that the province contributing most teachers to Ontario was Quebec. All provinces contributed, even wealthy Alberta and beautiful British Columbia, but Manitoba, Nova Scotia, and Saskatchewan were the higher contributors among provinces other than Quebec.

Some 4,100 teachers employed in Ontario in 1972-73 had received their initial teaching certificates outside Canada. This of course did not include foreign born teachers who obtained their first teaching certificates in Ontario or elsewhere in Canada.

Degrees

Degrees are classified in two ways, by all degrees held, and by highest degree. The latter is the better classification as it permits us to determine what percentages have degrees. These percentages are as follows:-

PERCENTAGE DISTRIBUTION OF TEACHERS REPORTING DEGREES

	Highest Degree Reported	Degrees[1] Not Reported
PUBLIC		
Male	53.2	46.8
Female	20.6	79.4
R. C. SEPARATE		
Male	52.2	47.8
Female	17.9	82.1
ELEMENTARY		
Male	52.9	47.1
Female	19.7	80.3
SECONDARY		
Male	79.6	20.4
Female	83.3	16.7

[1] Includes those without degrees.

The final tables indicate the distribution of elementary and secondary teachers by affiliate of the Ontario Teachers' Federation. The percentages of teachers who granted authorization for release of their individual data to their affiliate through the Ontario Teachers' Federation varied slightly above and below the 90 per cent level. Therefore, release of the data could be of significant value to the affiliates.

Conclusion

In summary, then, tabulations of all the main fields in the Educational Staff Record for 1972-73 have been presented and described as an introduction to the data now becoming available. Releases of data from both the 1972-73 and 1973-74 versions of this form will follow.

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
EDUCATIONAL STAFF								
FULL-TIME								
REGULAR CLASSROOM TEACHER	8,424	25,580	3,091	11,669	11,515	37,249	14,715	8,489
ITINERANT, RESOURCE OR SUPPLY TEACHER	264	1,082	144	602	408	1,684	70	52
PRINCIPAL	2,426	217	836	411	3,262	628	560	15
VICE-PRINCIPAL	1,078	134	256	91	1,334	225	736	38
CHAIRMAN, DEPT. HEAD, ASST. DEPT. HEAD	444	271	206	134	650	405	7,008	1,810
CONSULTANT, CO-ORDINATOR OR SUPERVISOR	21	27	10	7	31	34	55	13
ALL OTHERS	520	1,811	190	773	710	2,584	452	356
NOT REPORTED								
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
PART-TIME								
REGULAR CLASSROOM TEACHER								
ITINERANT, RESOURCE OR SUPPLY TEACHER								
PRINCIPAL								
VICE-PRINCIPAL								
CHAIRMAN, DEPT. HEAD, ASST. DEPT. HEAD								
CONSULTANT, CO-ORDINATOR OR SUPERVISOR								
ALL OTHERS								
NOT REPORTED								
TOTAL								
TOTAL NUMBER OF RECORDS	42,299		18,420		60,719		34,369	
AGE								
19 & UNDER	3	87	13	155	16	242		3
20 - 29	6,347	16,589	2,646	7,847	8,993	24,436	6,965	5,656
30 - 39	4,442	5,483	1,572	2,926	6,014	8,409	9,350	2,144
40 - 49	1,552	3,510	335	1,419	1,887	4,929	4,772	1,555
50 - 59	682	2,717	130	1,030	812	3,747	2,166	1,151
60 - 65	138	700	28	276	166	976	286	204
66 +	1			10	1	10	1	
NOT REPORTED	12	36	9	24	21	60	56	60
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
MARITAL STATUS								
SINGLE, DIVORCED, OR WIDOWED	2,369	8,478	1,045	4,045	3,414	12,523	2,988	3,972
MARRIED OR SEPARATED	9,525	19,641	2,959	7,941	12,484	27,582	17,798	6,280
MEMBER OF A RELIGIOUS ORDER	4	17	144	1,101	148	1,118	54	120
NOT REPORTED	1,279	986	585	600	1,864	1,586	2,756	401
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

RANGES, TOTAL SALARY	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
UNDER $5,000				16		16		
$5,000 - $5,499	28	114	6	99	34	213		
$5,500 - $5,999	207	753	120	592	327	1,345		
$6,000 - $6,499	436	1,748	218	1,113	654	2,861		
$6,500 - $6,999	512	1,986	236	1,120	748	3,106		
$7,000 - $7,499	862	2,657	304	1,428	1,166	4,085	114	139
$7,500 - $7,999	980	4,360	364	2,014	1,344	6,374	292	358
$8,000 - $8,499	888	2,380	327	1,302	1,215	3,682	414	492
$8,500 - $8,999	673	1,859	278	776	951	2,635	801	768
$9,000 - $9,499	708	3,824	314	1,236	1,022	5,060	936	862
$9,500 - $9,999	586	2,347	263	1,032	849	3,379	1,083	876
$10,000 - $10,499	416	826	207	404	623	1,230	1,075	652
$10,500 - $10,999	486	1,026	201	393	687	1,419	1,094	674
$11,000 - $11,499	590	1,418	178	356	768	1,774	1,178	634
$11,500 - $11,999	424	701	160	289	584	990	1,097	527
$12,000 - $12,499	339	416	138	179	477	595	1,116	502
$12,500 - $12,999	443	481	124	190	567	671	1,357	571
$13,000 - $13,499	448	526	126	145	574	671	1,422	648
$13,500 - $13,999	364	349	103	151	467	500	1,091	461
$14,000 - $14,499	242	114	81	45	323	159	900	307
$14,500 - $14,999	221	64	85	43	306	107	775	223
$15,000 - $15,499	294	167	92	38	386	205	1,001	288
$15,500 - $15,999	265	107	95	24	360	131	819	240
$16,000 - $16,499	248	76	76	41	324	117	1,092	316
$16,500 - $16,999	240	60	81	23	321	83	875	202
$17,000 - $17,499	236	42	101	25	337	67	841	233
$17,500 - $17,999	237	24	65	21	302	45	758	172
$18,000 - $18,499	303	38	39	16	342	54	859	124
$18,500 - $18,999	194	10	48	10	242	20	675	119
$19,000 - $19,499	207	11	29	12	236	23	261	30
$19,500 - $19,999	154	6	22	7	176	13	141	10
$20,000 - $20,499	197	5	26	9	223	14	167	8
$20,500 - $20,999	114	4	6	5	120	9	209	15
$21,000 - $21,499	136	3	13	6	149	9	86	2
$21,500 - $21,999	244	12	8	5	252	17	49	
$22,000 - $22,499	56	1	4	2	60	3	59	
$22,500 - $22,999	23		1		24		68	4
$23,000 - $23,499	8				8		82	2
$23,500 - $23,999	1				1		127	2
$24,000 - $24,499	1		1		2		98	1
$24,500 - $24,999							27	
$25,000 +	3				3		22	
NOT REPORTED	163	607	193	520	356	1,127	535	311
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
MEDIAN SALARY	$10,717	$8,569	$9,695	$8,077	$10,374	$8,385	$13,341	$11,323

REPORTS BY FULL-TIME TEAC[illegible]RS IN PUBLICLY SUPPORTED
ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
SCOPE OF ASSIGNMENT								
ONE SCHOOL ONLY	12,741	27,724	4,029	12,551	16,770	40,275	23,430	10,686
MORE THAN ONE SCHOOL FOR ONE BOARD	433	1,395	697	1,128	1,130	2,523	165	87
MORE THAN ONE BOARD	3	3	7	8	10	11	1	
NOT REPORTED								
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
LANGUAGE PREFERENCE								
ENGLISH/ANGLAIS	11,642	24,634	3,423	8,549	15,065	33,183	19,886	8,953
FRENCH/FRANCAIS	72	258	691	2,817	763	3,075	931	434
NOT REPORTED	1,463	4,230	619	2,321	2,082	6,551	2,779	1,386
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
LANGUAGE, PERCENTAGE OF WORKING TIME SPENT IN (IN ENGLISH/ANGLAIS)								
00	50	337	299	1,607	349	1,944	592	329
01 - 19	73	258	196	857	269	1,115	314	205
20 - 39	74	250	212	808	286	1,058	356	303
40 - 59	59	183	92	213	151	396	295	321
60 - 79	28	88	36	76	64	164	151	151
80 - 99	172	250	81	153	253	403	358	168
100	12,381	26,590	3,647	9,314	16,028	35,904	20,924	8,963
NOT REPORTED	340	1,166	170	659	510	1,825	606	333
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
LANGUAGE, PERCENTAGE OF WORKING TIME SPENT IN (IN FRENCH/FRANCAIS)								
00	12,381	26,590	3,647	9,314	16,028	35,904	20,924	8,963
01 - 19	154	206	68	128	222	334	297	119
20 - 39	39	102	38	78	77	180	162	159
40 - 59	45	176	70	165	115	341	272	295
60 - 79	67	168	151	530	218	698	302	253
80 - 99	101	377	290	1,206	391	1,583	441	322
100	50	337	299	1,607	349	1,944	592	329
NOT REPORTED	340	1,166	170	659	510	1,825	606	333
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED
ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
TEACHING LEVEL (MULTIPLE RESPONSES)								
JUNIOR KINDERGARTEN	212	1,114	64	633	276	1,747		
KINDERGARTEN	629	3,738	182	1,558	811	5,296		
PRIMARY (YEARS 1 TO 3)	1,543	15,283	412	6,046	1,955	21,329		
JUNIOR (YEARS 4 TO 6)	6,559	11,492	1,698	5,142	8,257	16,634		
INTERMEDIATE DIVISION (YEARS 1 AND 2)	6,996	5,858	2,266	2,662	9,262	8,520		
INTERMEDIATE DIVISION (YEARS 3 AND 4)			872	795	872	795	19,957	9,630
SENIOR DIVISION (YEARS 1 AND 2)			557	447	557	447	19,028	8,509
SENIOR DIVISION (YEAR 3)			304	191	304	191	7,940	2,506
NOT REPORTED	1,399	754	544	634	1,943	1,388	1,274	347
TOTAL	17,338	38,239	6,899	18,108	24,237	56,347	48,199	20,992
HIGHEST TEACHING LEVEL								
JUNIOR KINDERGARTEN	3	389		250	3	639		
KINDERGARTEN	4	2,078		944	4	3,022		
PRIMARY (YEARS 1 TO 3)	303	11,119	53	4,465	356	15,584		
JUNIOR (YEARS 4 TO 6)	4,472	8,924	1,110	4,037	5,582	12,961		
INTERMEDIATE DIVISION (YEARS 1 AND 2)	6,996	5,858	2,178	2,581	9,174	8,439		
INTERMEDIATE DIVISION (YEARS 3 AND 4)			250	305	250	305	2,506	1,705
SENIOR DIVISION (YEARS 1 AND 2)			294	280	294	280	11,876	6,215
SENIOR DIVISION (YEAR 3)			304	191	304	191	7,940	2,506
NOT REPORTED	1,399	754	544	634	1,943	1,388	1,274	347
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
STAFF DUTIES (PERCENTAGE OF TIME SPENT IN PUBLICLY SUPPORTED)								
00								
01 - 19			25	34	25	34		
20 - 39			76	72	76	72		
40 - 59			169	156	169	156		
60 - 79			159	146	159	146		
80 - 99			139	66	139	66		
100	13,177	29,122	4,165	13,213	17,342	42,335	23,596	10,773
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED
ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
PERCENTAGE OF TIME THAT ELEMENTARY OR SECONDARY STAFF SPEND AT THE SECONDARY LEVEL								
00	12,661	28,701	3,844	12,860	16,505	41,561		
01 - 19	74	98	33	27	107	125		
20 - 39	371	283	67	77	438	360		
40 - 49	71	40	21	17	92	57		
50 - 59			100	62	100	62	292	224
60 - 79			45	39	45	39	121	73
80 - 99			13	8	13	8	135	52
100			610	597	610	597	23,048	10,424
NOT REPORTED								
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
MAJOR ACTIVITY OR OCCUPATION LAST SCHOOL YEAR								
FOR PRESENT SCHOOL BOARD	11,494	24,300	3,821	10,893	15,315	35,193	20,843	8,918
ELSEWHERE IN ONTARIO								
PUBLICLY SUPPORTED	224	740	106	406	330	1,146	483	366
PRIVATE	8	42	15	50	23	92	48	26
OUTSIDE ONTARIO	53	153	20	103	73	256	128	67
TEACHER'S/EDUCATION COLLEGE	383	671	197	316	580	987	463	294
UNIVERSITY OR POST-SECONDARY INSTITUTION								
IN ONTARIO	406	686	209	392	615	1,078	686	532
OUTSIDE ONTARIO	37	49	8	26	45	75	66	42
HOUSEHOLD RESPONSIBILITIES	1	514		264	1	778	4	108
OTHER	571	1,967	357	1,237	928	3,204	875	420
NOT REPORTED								
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
TOTAL TEACHING EXPERIENCE, YEARS								
BEGINNERS	1,116	2,137	508	1,117	1,624	3,254	1,740	944
01 - 10	7,621	18,951	3,157	8,826	10,778	27,777	15,052	7,494
11 - 20	3,159	5,165	892	2,566	4,051	7,731	5,021	1,573
21 - 30	947	2,127	130	830	1,077	2,957	1,363	548
31 - 40	306	697	43	301	349	998	406	205
41 - 50	28	45	3	46	31	91	14	9
51 +								
NOT REPORTED				1		1		
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
TEACHING EXPERIENCE, YEARS	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
BEGINNERS	1,116	2,137	508	1,117	1,624	3,254	1,740	944
WITH PRESENT BOARD								
ELEMENTARY EXPERIENCE								
01 - 10	8,424	20,012	3,071	9,457	11,495	29,469	1,794	912
11 - 20	2,245	3,771	408	1,512	2,653	5,283	348	181
21 - 30	528	1,128	21	242	549	1,370	31	44
31 - 40	117	307	11	70	128	377	8	8
41 - 50	13	22		7	13	29		2
51 +								
SECONDARY EXPERIENCE								
01 - 10	369	291	598	527	967	818	16,362	7,554
11 - 20	67	22	50	31	117	53	2,603	698
21 - 30	4	1	3	7	7	8	467	136
31 - 40	2			2	2	2	89	25
41 - 50								1
51 +								
OTHER EXPERIENCE								
01 - 10	92	96	24	39	116	135	252	143
11 - 20	9	6		5	9	11	16	9
21 - 30		1		2		3	4	1
31 - 40				1		1		
41 - 50								
51 +								

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
TEACHING EXPERIENCE, YEARS (CONTD.)	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ELSEWHERE IN ONTARIO								
ELEMENTARY EXPERIENCE								
01 - 10	3,812	8,967	961	3,819	4,773	12,786	2,020	984
11 - 20	456	980	60	586	516	1,566	218	153
21 - 30	50	114	14	138	64	252	35	31
31 - 40	5	13	1	39	6	52	1	2
41 - 50				3		3		
51 +								
SECONDARY EXPERIENCE								
01 - 10	286	267	290	348	576	615	7,130	3,206
11 - 20	14	5	27	43	41	48	558	213
21 - 30	4		1	8	5	8	89	39
31 - 40			1	3	1	3	4	1
41 - 50								
51 +								
OTHER EXPERIENCE								
01 - 10	69	65	36	50	105	115	526	188
11 - 20	2	2		4	2	6	15	8
21 - 30		1		1		2		1
31 - 40								
41 - 50								
51 +								

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED
ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
TEACHING EXPERIENCE, YEARS (CONTD.)	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
OUTSIDE ONTARIO								
ELEMENTARY EXPERIENCE								
01 - 10	666	2,446	361	1,586	1,027	4,032	543	413
11 - 20	98	245	51	169	149	414	42	23
21 - 30	19	24	9	25	28	49	5	
31 - 40	3	3	2	6	5	9	1	
41 - 50			1		1			
51 +								
SECONDARY EXPERIENCE								
01 - 10	245	320	237	268	482	588	1,782	953
11 - 20	14	7	25	17	39	24	171	61
21 - 30	2		6	2	8	2	19	6
31 - 40	2		1		3		1	
41 - 50								
51 +								
OTHER EXPERIENCE								
01 - 10	70	80	27	45	97	125	371	136
11 - 20	3	1	1	4	4	5	15	4
21 - 30			1	1	1	1	1	1
31 - 40								
41 - 50								
51 +								
NOT REPORTED				1		1		
TOTAL	18,806	41,334	6,807	20,185	25,613	61,519	37,261	17,081

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ACADEMIC/PROFESSIONAL EDUCATION (YEARS BEYOND GRADE 12 OR YEAR 4)								
0	31	111	13	91	44	202	561	86
1	391	1,819	188	1,729	579	3,548	991	202
2	2,901	13,574	931	6,057	3,832	19,631	676	325
3	1,700	4,913	681	2,024	2,381	6,937	582	428
4	2,064	2,950	836	1,291	2,900	4,241	2,981	1,771
5	4,273	4,324	1,253	1,461	5,526	5,785	7,086	4,214
6	856	725	422	376	1,278	1,101	6,810	2,863
7 +	902	556	379	526	1,281	1,082	3,835	844
NOT REPORTED	59	150	30	132	89	282	74	40
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
PROVINCE/COUNTRY OF INITIAL TEACHING CERTIFICATE								
NEWFOUNDLAND	8	45	13	78	21	123	13	12
NOVA SCOTIA	14	165	16	127	30	292	72	50
PRINCE EDWARD ISLAND	3	20	4	52	7	72	12	3
NEW BRUNSWICK	30	112	19	87	49	199	83	52
QUEBEC	63	339	92	387	155	726	197	141
ONTARIO	8,609	17,895	2,454	6,913	11,063	24,808	13,639	6,069
MANITOBA	41	217	14	66	55	283	112	61
SASKATCHEWAN	36	205	10	61	46	266	61	55
ALBERTA	14	86	5	22	19	108	27	35
BRITISH COLUMBIA	8	109	1	13	9	122	48	46
YUKON/N.W.T.								1
SUB TOTAL	8,826	19,193	2,628	7,806	11,454	26,999	14,264	6,525
FOREIGN COUNTRIES	544	1,195	304	663	848	1,858	899	495
NOT REPORTED	3,807	8,734	1,801	5,218	5,608	13,952	8,433	3,753
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
DEGREES								
BACHELORS	7,943	6,515	2,806	2,764	10,749	9,279	22,601	11,074
MASTERS	1,165	309	372	203	1,537	512	3,020	842
DOCTORATE	8	13	4	6	12	19	89	24
DEGREE NOT REPORTED	6,171	23,144	2,264	11,234	8,435	34,378	4,820	1,794
TOTAL	15,287	29,981	5,446	14,207	20,733	44,188	30,530	13,734
HIGHEST DEGREE OBTAINED								
BACHELORS	5,860	5,667	2,112	2,251	7,972	7,918	15,833	8,150
MASTERS	1,138	298	353	196	1,491	494	2,854	805
DOCTORATE	8	13	4	6	12	19	89	24
DEGREE NOT REPORTED	6,171	23,144	2,264	11,234	8,435	34,378	4,820	1,794
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773

REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

	ELEMENTARY						SECONDARY	
	PUBLIC		SEPARATE		TOTAL			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
AFFILIATES								
AEFO	20	78	780	3,203	800	3,281	719	402
FWTAO		28,027		34		28,061		202
OECTA	11	16	3,844	10,066	3,855	10,082	42	28
OPSMTF	12,432		2		12,434		240	
OSSTF	382	229	13	21	395	250	22,223	9,955
NOT REPORTED	332	772	94	363	426	1,135	372	186
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773
AUTHORIZATIONS								
YES	11,940	26,513	4,255	12,288	16,195	38,801	20,630	9,351
NO	1,237	2,609	478	1,399	1,715	4,008	2,966	1,422
NOT REPORTED								
TOTAL	13,177	29,122	4,733	13,687	17,910	42,809	23,596	10,773

Ministry
of
Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION

RE: TEACHER DATA 1972-73: REPORTS BY FULL-TIME TEACHERS IN PUBLICLY SUPPORTED ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO, 1972-73

The Educational Staff Record, a joint project with Statistics Canada, was initiated in 1972-73. Data for 1972-73 and 1973-74 have been received from Statistics Canada in the form of computer tapes. Initial tabulations for 1972-73 provide a review of most of the fields of data such as teaching position, age, salary interval, scope of assignment, language preference, teaching level, occupation in previous school year, teaching experience, and province or country of initial teaching experience.

These particular tabulations are based on reports completed by 42,299 full-time Public school teachers, 18,420 Roman Catholic Separate school teachers, and 34,369 Secondary school teachers, for a total of 95,088 teachers. Much of the information has not been previously available on a provincial basis.

This is a significent body of information which will probably be of interest to you. Some of the data could be compared with existing group or individual data. Any comments or questions that you may have regarding this information should be directed to:

Dr. J. A. Keddy,
Chief Statistical Officer,
Planning and Research Branch,
Ministry of Education,
17th Floor, Mowat Block,
Queen's Park,
Toronto, Ontario.
M7A 1L2

Tel. 965-2636

J. F. Kinlin

J. F. Kinlin
Assistant Deputy Minister

April 21, 1975.

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of
Education

Mowat Block, Queen's Park
Toronto, Ontario
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MEMORANDUM TO: PRINCIPALS OF PRIVATE SCHOOLS

RE: PRIVATE SCHOOL SEPTEMBER REPORT 1975

In accordance with Section 15, Subsection 5 of the Education Act, 1974, you are reminded that it is necessary for each Private School to file a "September Report".

Your Report will be mailed to you in the first week of September, to match, where possible, the fall term opening of your school. To facilitate completion of the form, detailed instructions will be provided. Inspected Private Schools will also receive pages 1 to 9 of the "Course Enrolment by Guideline" section, with accompanying instructions.

Completed Reports, to be used for statistical purposes at the Provincial and Federal level, must reach the office of the Regional Director of Education by October 8, 1975. For your convenience, the address of the Regional Director will be printed on the form for return mailing.

The Ministry's Regional Supervisory Officer concerned will be pleased to offer any assistance with the Report which you may require.

J. S. Stephen
J. S. Stephen
Assistant Deputy Minister

June 30, 1975

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